DOCUMENT RESUME

ED 396 379 EA 027 602

AUTHOR	Silverstein, Jan
TITLE	Partnerships for Educating Colorado Students: Continuing the Commitment. Bringing Out the Best in All of Our Students. An Education Planning Framework for Colorado Communities.
INSTITUTION	Colorado Education Goals Panel, Denver.; Colorado State Dept. of Education, Denver.
PUB DATE	Apr 96
NOTE	69p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Higher Education; Partnerships in Education; Performance; School Safety; State Programs; *State Standards
IDENTIFIERS	*Colorado

ABSTRACT

The Colorado Education Goals Panel, appointed by Governor Roy Romer in 1995 to meet the challenge of raising student achievement levels, is a 40-member planning group co-chaired by the Governor and Commissioner Bill Randall. The group includes parents, educators, business and civic leaders, policymakers, and administrators from higher education. This document contains the results of the planning framework for local communities developed by the panel. The framework is structured around eight state educational goals. Each goal area provides a rationale for its importance, examines current school-improvement efforts, recommends the next steps, and lists indicators of progress. The eight goals include: (1) Establish and maintain clear standards for what students must know and be able to do; (2) implement assessments to ensure that students are meeting high academic standards; (3) align curriculum and instruction to standards and assessments; (4) prepare and support educators to enable students to reach high standards; (5) begin education early to ensure that students are ready to learn when they enter school; (6) create safe, disciplined, and drug-free learning environments; (7) promote partnerships and establish links among the education (pre-K through 16), parent, and business communities to support children and schools; and (8) share responsibility and be accountable for results. A directory of resources and a map locating community Partnerships for Educating Colorado Students Local Improvement Grants are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 396 379

PARTNERSHIPS FOR EDUCATING COLORADO STUDENTS:

Bringing out the best in all of our students

CONTINUING THE COMMITMENT

Colorado Education Goals Panel

An Education Planning Framework for Colorado Communities

April 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Bolt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

EA 027 602

BEST COPY AVAILABLE

Colorado Education Goals
Panel Members

Co-chairs:

Roy Romer,
Governor, State of Colorado

William Randall,
Commissioner of Education

Steering Committee:

Representative Norma Anderson, Chairman, House Education Committee
Senator Michael Feeley, Senate Minority Leader
Gary Galluzzo, Higher Education Dean, University of Northern Colorado
Pat Hayes, Chairman, State Board of Education
Anna Jo Haynes, Early Childhood, Agenda 21, Denver
Representative Peggy Kerns, House Minority Leader
Senator Al Meiklejohn, Chairman, Senate Education Committee
Dan Morris, Teacher Respresentative, Cherry Creek
Fran Raudenbush, Business Representative, CACI, Boulder
Susan Sparks, Professional Development, Northern BOCES
Representative Pat Sullivan, Achievement Commission Standards Task Force
Jerry Westbrook, CASB President, Board President, Thompson

Panel Members:

Administrators	Mary Jarvis, Principal, Cherry Creek
	Tom Maes, Superintendent, Mapleton 1
	Randy Miller, Superintendent, Swink
	Rita Perron, Principal, Aurora
Assessment	Kay Cushing, Harrison School District, Colorado Springs
Business/Labor	Richard Ballantine, Owner/Publisher Durango Herald
	Richard Kashnow, President, Schuller International, Inc.
	Bob Tointon, Agenda 21
Community-based Organizations	Homer Page, Boulder County Commissioner
CONNECT/CDE	Richard Laughlin, Deputy Commissioner of Education
Educators	Georgia Briggs, Teacher, Ignacio
	Jane Martin, Staff Development Coordinator, Del Norte
	Julie McLean, Teacher, Douglas County
Health & Social Related Services	Michael Fowler, Communities in Schools, Executive Director
Higher Education	Judy Fernandez, Colorado Community Colleges & Occupational Education System
	Cynthia Heelan, President, Colorado Mountain College
	Michael Ortiz, Acting Provost, University of Southern Colorado
	Albert Yates, President, Colorado State University
Legislature	Representative Moe Keller
Local Boards of Education	John Gudvangen, Harrison Board of Education, Colorado Springs
	Valerie Leal-Whitehead, Weld County, District 6 Board of Education, Greeley
Parents	Carolyn DeRaad, Parent, Jefferson County
	Pieter Kallemeyn, Parent, Douglas County
	Jo Mosby, Denver
	Susan Willson, State Accountability, Denver
Private Schools with Federal Education Programs	Sister Judith Cauley, Office of Catholic Schools
Student	Nick Reed, Cherry Creek
Coordinator:	Jan Silverstein, Goals 2000 Supervisor, CDE

Members of the Colorado Education Goals Panel acknowledge the invaluable contribution of the following individuals:

Kay Cessna, Karen Connell, Lisa Gorden Medler, Barb Lautenbach, Deborah Lynch, Susan McAlonan, Bill Porter, Frank Rainey, Terri Rogers-Connelly, Jan Rose Petro, Sandra Sendtko, Sharon Triolo-Moloney, Jane Urschel, Mary Vanderwall, Chris Vidal and Cindy Wakefield.

STATE OF COLORADO

COLORADO EDUCATION GOALS PANEL

201 East Colfax Avenue
Denver, CO 80203-1704
(303) 866-6739

Governor Roy Romer
Goals Panel Co-Chair

Commissioner Bill Randall
Goals Panel Co-Chair

Spring 1996

Dear Coloradans:

This is an exciting time for public education in Colorado. Efforts to improve student performance are taking place across the state. Local school districts are currently working with their communities to set clear academic standards in academic subject areas that carefully spell out what students should know and be able to do. Other individuals and organizations are also working to improve the quality of education around the state.

Raising student achievement levels will take the hard work of many people and coordination of existing efforts. With this challenge in mind, we began working together to lead a statewide education planning effort. One year ago, we convened the Colorado Education Goals Panel, a 40-member group comprised of educators, parents, and civic and business leaders from around the state, to develop a comprehensive and coordinated plan to assist local communities in their own efforts.

What began as a partnership of the Governor's Office and the Colorado Department of Education has resulted in the development of a state planning framework or "road map," entitled Partnerships for Educating Colorado Students. The Goals Panel spent a year developing a mission and goals, identifying successful programs in place across the state, and targeting what work still needs to be done. The Panel has also distributed over $4 million in grants to support schools and districts in implementing standards at the local level.

This document is not intended to be a mandate from the state or a "one-size-fits-all" approach. Rather, this document represents the best thinking from a broad-based group of Colorado citizens about steps to take to improve public education in Colorado.

We hope your community finds Partnerships for Educating Colorado Students useful. As you know, making the best choices for students depends on an informed public. We encourage you to use these materials as you work with your community to improve education for all students.

Thank you for your time and involvement.

Sincerely,

Roy Romer
Governor

Bill Randall
Commissioner of Education

TABLE OF CONTENTS

		Page
Introduction		2
Goal 1	Develop Academic Content Standards	6
Goal 2	Implement Assessments	11
Goal 3	Align Curriculum and Instruction to Standards and Assessments	15
Goal 4	Prepare and Support Educators	19
Goal 5	Begin Education Early	26
Goal 6	Create Safe, Disciplined and Drug-free Learning Environments	30
Goal 7	Promote Parent/Community Partnerships and Establish PreK-16 Linkages	36
Goal 8	Share Responsibility and Be Accountable for Results	45
Reference List		49
Resource Directory		55
Partnerships for Educating Colorado Students: Local Grants Listing		59

INTRODUCTION

This is an important time in Colorado's education history. We have a challenge before us: *how do we raise the achievement level of all Colorado students?*

If we are to sustain our economic health, we need to start making sure that all students — from those already achieving at high levels to those who are struggling — learn both the basic and complex skills needed in today's workforce. It is short-sighted to think that schools only need to educate a few students well. Equity and excellence — which we have often thought of as competing goals in public schools — must now be treated as a single aspiration. Even as more students begin school troubled and unevenly prepared, we need to work much harder to ensure that every student in our school system learns more.

The future of Colorado students depends upon what happens every day in schools across the state. Many students are not presented with challenging curriculum, nor provided with the necessary skills to survive in the workforce. If current trends do not change, what are the implications for the future?

Quality schooling requires continuous effort. We face a difficult challenge. Together, Colorado's citizens are working toward higher performance of students by setting high expectations and measuring results.

In 1993, the Colorado General Assembly put into place a comprehensive reform strategy to improve the academic performance of Colorado students. Under the direction of House Bill 1313, each school community in the state is charged with (1) reaching a clear and common understanding about what students should be learning in academic subject areas, (2) measuring student progress toward meeting these expectations, and (3) using this information to make changes in teaching and curriculum and to help each student meet these expectations for the skills and knowledge they should acquire.

This summer, the Colorado State Board of Education adopted model content standards in reading, writing, mathematics, science, history and geography. These standards were the culmination of two years of public comment that involved thousands of Coloradans. Every school district in Colorado must have its own locally-developed standards in place by the end of 1996, and these local standards must be at least as rigorous as the state models. The state model standards ensure a consistent level of educational quality throughout the state. They also will help inform local standards-setting efforts — letting each community know what Coloradans as a whole expect students to know and be able to do.

Current Trends in Colorado

- **An estimated 26 percent of students who entered high school in 1994 will drop out before they graduate (more than 13,000 students).** (Colorado Department of Education, Research and Evaluation)
- **Forty-four percent of Colorado public school fourth graders scored below the basic level on the "Nations' Report Card" last year.** (Colorado Department of Education, Research and Evaluation)
- **Nearly two thirds of Coloradans believe that there is so much violence in junior and senior high schools that "any reasonable person would consider them dangerous".** (Talmey-Drake/ Agenda 21)

While there is a tremendous amount of work to be done, many efforts are underway to support districts and communities in this time of transition. Coloradans must continue their commitment to meet the challenge of raising achievement levels. We must work together to educate all Colorado students.

COLORADO EDUCATION GOALS PANEL

Early in 1995, the Governor and the Commissioner of Education jointly appointed a group of Colorado citizens to consider this challenge and recommend key next steps for Colorado communities to take in the effort to make sure their students reach high academic standards.

The Colorado Education Goals Panel is a 40-member planning group co-chaired by Governor Roy Romer and Commissioner Bill Randall. The group's broad representation includes parents, educators, business and civic leaders, policymakers, and administrators from colleges and universities.

During the past few months, this group has discussed the challenges facing our communities and identified practices and programs that are working across the state. They have studied current state initiatives and agreed upon ways we can better link our efforts to improve education for our children. The document before you is the result of their work.

A COMMON VISION

Through their discussions the Goals Panel arrived at a commonly held vision, that Colorado students will meet high standards when:

schools, communities and students

agree to work for clear, worthwhile, and challenging goals;
know how well they are doing and how they can improve;
understand the connection between school and work;
keep schools safe, and drug-free; and
regard learning as everyone's right and responsibility.

MISSION

Partnerships for Educating Colorado Students: Continuing the Commitment is a planning framework for local communities developed by the Goals Panel. This framework is structured around the Eight Goals for Educating Colorado Students, established to guide Colorado's effort to meet its vision for improved schools. The framework suggests steps schools and communities should consider taking to ensure students can meet high standards of student achievement. The mission of the Goals Panel and the intent of the *Partnerships* planning framework is to:

Support and enhance efforts across Colorado to have all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens.

PARTNERSHIPS

The planning framework focuses on partnerships. It describes current work that links setting standards in K–12 schools with other local and state initiatives. These partnerships represent the combined efforts of citizens, employers, programs and agencies to improve Colorado schools; they will build on the successes and strengths of our state and its communities.

STUDENTS AS PARTNERS

To accomplish the mission of the planning framework, Colorado's students must act as responsible partners in their own education. Students, working together with adults in their schools and communities, can play key roles in the quality of teaching and learning.

FAMILIES AS PARTNERS

The partnership between home and school is essential in building character, promoting responsibility and assuring academic success for Colorado's students. Student achievement is directly tied to the involvement of families in their success. The quality of schools relies on the support and involvement of parents and families.

COMMITMENT TO ALL STUDENTS

Standards are designed to boost the performance of all students. The aim is to raise the ceiling for those who are currently above average, and to lift the floor for those who now experience the least success in school. This planning framework supports Colorado schools in their efforts to bring out the best in all students.

COLORADO'S SCHOOL-TO-CAREER PARTNERSHIP

Colorado's School-to-Career Partnership assists local schools and communities to develop a K-16 learning system which promotes attainment of high academic standards, career development and workforce preparation for all students. Academic and occupational education are integrated through classroom and worksite experiences, and align with academic content standards and assessment.

TECHNOLOGY PARTNERSHIPS

Coordinating and building on initiatives already underway is at the heart of Colorado's efforts in the area of technology. Any effective statewide technology system that will benefit the students of Colorado must be built as a partnership with local school districts, their communities, libraries, state government, higher education, and business. Key technology leaders will work together to integrate technology efforts across the Eight Goals for Educating Colorado Students.

USING THIS FRAMEWORK

Communities are encouraged to use this framework to create a plan of action for increasing student achievement that addresses local needs. This planning framework is not intended to be a mandate from the state, nor a "one-size-fits-all" approach. Rather, it represents the best thinking of a broad-based group of Colorado citizens intent on making a difference in Colorado schools.

The *Partnerships* planning framework is structured around eight state goals focused on improving Colorado's schools. Each goal area provides a rationale for its importance, examines current school improvement efforts, recommends next steps and lists indicators of progress. The final section of this document is a resource directory that offers the phone number and address of each school improvement effort noted in the text.

"We" is used throughout the document to refer to partnerships of community members, both at local and state levels, who are taking responsibility for improving the achievement of Colorado students. This work will only progress and grow through the involvement of parents, businesses, schools, students, and community members. And, it is precisely this involvement that will keep Colorado firm in its commitment to improve education for all students.

EIGHT GOALS FOR EDUCATING COLORADO STUDENTS

This comprehensive work is organized under eight goals. Reform efforts begin with Goal 1, an agreement on what students should know and be able to do, but the success of Colorado students requires active and concurrent work within Colorado communities for every goal to be achieved.

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens,

Colorado communities will:

1. **Establish and maintain clear standards for what students must know and be able to do**
2. **Implement assessments to ensure that students are meeting high academic standards**
3. **Align curriculum and instruction to standards and assessments**
4. **Prepare and support educators to enable students to reach high standards**
5. **Begin education early to ensure students are ready to learn when they enter school**
6. **Create safe, disciplined, and drug-free learning environments**
7. **Promote partnerships and establish links among the education (PreK-16), parent, and business communities to support children and schools**
8. **Share responsibility and be accountable for results**

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens, Colorado communities will:

GOAL 1 Establish and maintain clear standards for what students must know and be able to do

Why we chose Goal 1:

Standards define what it takes to know or do something well. In Colorado, the standards now being set by districts clearly define what students should know and be able to do in subject areas at key points in their schooling. Standards help to clarify and raise expectations for everyone. For parents, business leaders and community members, standards provide an opportunity to help determine what is most important for students to learn. For schools, districts, and policymakers, standards provide a clear target for reform efforts. And for students, standards provide a clear description of what is expected of them. Measurable standards, then, become the focal point of an effective educational system and the foundation for workforce development and preparation.

Where we are now:

Currently. . .
Large majorities of the public, parents, teachers, and leaders believe that most children will thrive under a system of higher standards.
(Public Opinion Survey, Public Agenda 1995)

■ **Legislation gives direction for school improvement**
In 1993, the Colorado General Assembly enacted legislation for educational reform and improvement based on standards. At its core, (HB 1313) the statute advances excellent and equitable education for all students by asking each community to clearly describe the solid academic and subject matter content students are expected to learn, to provide evidence of student learning through accurate assessment, and to reinforce accountability. This statute has grown out of key prior efforts which continue to support educational improvement:

- In 1985, the Colorado State Board of Education created accreditation standards that reward those districts which set and meet high student performance goals.
- The School Finance Act of 1988 called for a learning environment based on high expectations for both students and staff.
- In 1991, the Colorado Commission on Achievement in Education was formed to recommend goals, objectives, and standards to be reached by the year 2000. This bipartisan legislative commission helped draft the 1993 reform statute and continues to provide guidance in educational improvement.

■ **Development of challenging academic standards**
To coordinate the work of setting standards and identifying assessments at the state level, the Legislature established the Standards and Assessment Development and Implementation Council (the Standards Council), a nine-member group appointed by the Governor. The Council spent two years developing a set of challenging standards in reading, writing, mathematics, science, history and geography for the State Board of Education to consider. In developing these standards, the Council sought advice from national and local subject-area and teaching experts and undertook an extensive effort to seek comments and advice from the public.

■ **Broad-based community participation in developing standards**
To accomplish its responsibility for developing state model content standards, the Standards Council implemented an extensive plan to inform and involve the public statewide. Many individuals and groups — including parents, teachers, administrators, policymakers, students and a broad array of community members — reviewed and discussed multiple drafts of these standards and contributed to successive revisions before the final drafts were presented to the State Board of Education for adoption.

■ **Standards prepare students for higher education and the workplace**
Colorado's interest in student learning and achievement extends beyond high school graduation. State standards and measures for vocational education programs integrate both basic and advanced academic skills. The recently initiated Colorado's School-to-Career Partnership brings the support of business and industry to school renewal efforts. Schools will help students meet rigorous academic standards; help them understand the relationship of what they learn in the classroom with workplace requirements; and prepare them for high-performance, high-wage careers and further education.

Colorado is deeply engaged in standards-based education. It is important to articulate clearly what we expect students to know and be able to do, and transform the educational process to make sure that each student meets the expectations. In Colorado, local school districts are engaged in the process of debating and developing their own standards to ensure that they are well accepted by their local communities.

- William Randall,
Commissioner of Education
Colorado Education Goals Panel
Co-chair

■ **Programs and resources focused on community-based school improvement efforts**
Fully 90% of Colorado's Goals 2000 funds assist local, collaborative efforts to accomplish improvement plans based on challenging standards for student performance. Assisting district efforts for reform are projects such as CONNECT, Colorado's statewide mathematics and science instructional improvement initiative. This project works through collaborative partnerships of school districts, four-year colleges or universities and business/government agencies to develop local content standards for mathematics and science.

■ **Technology and library media centers support learning**
Effective use of technology and library media centers by students can enhance learning. Although some districts have made major gains in this area, improvement of technology and library media in Colorado schools remains a continuing need. A useful tool developed by library media specialists is the *Information Literacy Guidelines*. These guidelines provide a framework for teaching students to use ideas effectively.

■ **Higher education sets expectations of students' knowledge and skills**
The Colorado Commission on Higher Education (CCHE) College Entry-Level Competency Task Force has identified expectations institutions of higher education have of incoming students in three broad areas: quantitative skills, communication skills, and analytical skills. Also a three-year project of the University of Northern Colorado, called Project Span, has involved university and high school faculty in jointly writing commencement standards in mathematics, history, speech communication, Spanish and chemistry. Senior level performance tasks and scoring rubrics have also been developed collaboratively.

■ **Adult learners meet expectations for knowledge and skills**
The Colorado Department of Education has identified sets of skills which students master in academic study and spoken English. Since 1992, adult students have achieved certificates of accomplishments which document their mastery of such skills. Performance tasks and scoring rubrics for the certificate programs have been developed by adult education professionals across the state.

What we are going to do:

■ **Districts will identify local standards**
Work on the local standards will continue at the district level. School districts will begin to develop district standards that meet or exceed the state model and reflect the perspective of the local community and its schools. In some districts, teachers, parents, and community members have already started work on standards. Such efforts require keeping the community informed of standards development and providing well-publicized forums for discussion.

- **Colorado will identify content standards in additional key subject areas**
  The Standards Council will determine a timeline for development of state model content standards for art, music, physical education, civics, economics and foreign languages. The subject area model standards in this second-round will be submitted to the same statewide review, discussion and revision process, as were the standards in the first-round, to gain maximum public participation in and contribution to establishing these standards.

- **Colorado standards will measure up to the demands of the nation and the world**
  Colorado will ensure that state standards are as rigorous and comprehensive as those found nationally and around the world so that Colorado students will be competitive wherever they live and work.

- **Content standards will be linked to success in the workplace and in higher education**
  The ongoing development of academic standards plays an important part in Colorado's School-to-Career Partnership. A panel of business leaders will identify workplace standards and relate these to academic content standards, as well as other workplace and specific skills that are needed to enter employment. Local communities and school districts participating in the partnerships will connect their academic content standards with career development and workforce preparation.

- **Colorado will base its educational system on ensuring standards are being met**
  Standards define the skills and knowledge Coloradans want students to be sure to learn in school. Thus, the school system should be organized to ensure these standards are being met. Beginning in the 1996/97 school year, the state will administer a new state assessment program to measure how well students are meeting the standards at the fourth, eighth and eleventh grade levels. Districts and schools will revise and refine curricula to teach to standards, instructional practices will be designed to help students achieve the standards, and classroom and district assessment procedures will be tied to standards. Schools, districts, communities and the state will measure school success on the performance of students in relation to standards. In short, by the year 2000, Colorado's educational system will improve student achievement, with the key elements of the system — curriculum, instruction, assessment, and accountability — aligned to ensure Colorado's students meet high standards for academic performance, regardless of racial, ethnic, cultural, socio-economic or gender differences.

- **Partnerships will be built**
  An educational system built on standards will require the involvement and collaboration of the whole community. Partnerships between and among districts, schools, community organizations, public and private agencies, parent organizations, higher education, and professional groups will be promoted to make maximum use of scarce resources and to ensure that education not only works everywhere in Colorado, but is also the business of all Colorado citizens.

- **Technology guidelines will be recommended**
  Colorado leaders in educational technology will develop a set of recommended technology guidelines for using technology in the classroom and helping students achieve academic content standards. These guidelines will provide support for implementing curriculum and enhancing student learning.

- **Standards-based college admissions policies will be established**
  Higher education must grapple with the various admission credentials students from standards-based schools will present. These students will expect a system that recognizes and validates the performance records they have accrued. A CCHE-funded project, *The Next Step: Working Differently and Together*, is developing recommendations for a standards-based college admissions policy. This cooperative effort of school districts, universities and the Colorado Department of Education, will study the academic performance and satisfaction levels of students admitted under the standards-based policy compared with a group of students from traditional high schools admitted under the current index. CCHE will also begin dialogue with colleges and universities on career development issues. Legislation is proposed for higher education admission standards which consider non-traditional academic indicators in addition to traditional academic indicators.

- **Standards for graduation from higher education will be established**
  Higher education needs to build on the work of the CCHE College Entry-Level Competency Task Force. High school and university faculties should collaborate on an ongoing basis to align high school performance expectations on academic content standards with entry standards for colleges and universities, and exit standards for higher education institutions.

- **Workplace education will increase the employability of adult basic skills learners**
  Workplace training programs provided through the Colorado Department of Education and the higher education system will continue to meet the needs of adults who require basic skills training to get a job and who need retraining or additional training to meet the technological demands of the changing workplace.

What indicators show we are making progress:

- In 1995, the State Board of Education adopted state model content standards in reading/writing, mathematics, science, history and geography.
- By 1997, all 176 school districts in Colorado will have adopted local content standards in reading/writing, mathematics, science, history and geography. Plans for implementing their local system of education based on standards will also be developed.
- By 1997, partnerships will be established throughout the state which support local school, district and community efforts to help students achieve high standards.
- By 1998, the State Board of Education will have adopted a set of recommended guidelines for appropriate technology use in the classroom and technology skills that will help students achieve academic content standards.
- By 2000, the State Board and local boards will have adopted a second round of standards for civics, visual arts, music, physical education, economics, and foreign languages.
- By 2000, the dropout rate for grades 7-12 will be reduced significantly.
- Colorado communities will recognize the importance of educational achievement of parents as a factor in the successful retention and achievement of children and youth in school. (Ongoing)
- Business, industry, labor and higher education are familiar with content standards and can relate them as a requirement for career development, entry into the workplace, or advanced education. (Ongoing)
- Citizens of all ages and in a wide variety of situations in communities throughout Colorado recognize that graduation from Colorado school systems means students have mastered knowledge and skills based on challenging academic standards. (Ongoing)

Colorado's economic future requires students to be equipped with a high level of skills and knowledge. Higher academic standards will prepare students to become more successful in school, work and life.

- John Scully, Colorado Vice President, U S WEST Communications

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens, Colorado communities will:

GOAL 2 Implement assessments to ensure that students are meeting high academic standards

Why we chose Goal 2:

To meet the standards we adopt for learning in all content areas, we need to know where we are in relation to where we want to be and how we are doing along the way. There is an axiom in the business world: you can't achieve quality unless you measure it. Improving quality in Colorado schools requires accurate assessments that truly measure what our students know and are able to do. Assessments tied to standards assist teachers and parents in understanding where students need help and let schools know what's working and what needs improvement. Students are more successful and work harder when they have clear goals or standards; they know what is expected of them and how well they must do to achieve the standards. Effective assessment procedures allow students to know how well they are doing and what progress they are making.

In Colorado. . .

While a majority of parents approve of both standardized tests and performance assessments, approval ratings were stronger for performance assessments. . . .[A recurring theme]. . . was that performance assessment problems "make children think" and are likely to give teachers better insights about what children are understanding and where they are struggling.

(CRESST, Technical Report 367 (Shepard & Bliemy, 1993))

Where we are now:

- **Colorado's reform statute requires quality assessments**

  Colorado's reform statute (HB 93-1313) requires the development of valid, reliable and nondiscriminatory assessments of student achievement of the content standards. In addition to spelling out an open and inclusive process for setting standards, HB 93-1313 also creates a new state measurement system that will tell Coloradans how well students are meeting the standards. Three checkpoints in a student's career will be monitored: fourth, eighth and eleventh grades. At the local level, these assessments will monitor individual student progress and provide specific information so educators can improve instruction and learning. At the state level, these assessments will track state trends and confirm individual school district results.

- **Efforts are underway to help districts design assessments**
  - Project CONNECT assists districts in developing assessments linked to content standards in math and science.
  - The Colorado Department of Education has created task forces to help districts develop assessment plans that best meet their needs as well as address the requirements of HB 93-1313.
  - The Colorado Department of Education sponsors conferences focusing on assessment and accountability in standards-driven systems.
  - Professional development opportunities in standards and assessments have been designed and made available to school districts across the state by Boards of Cooperative Educational Services (BOCES), intermediate school agencies which serve member districts.
  - The State of Colorado, as a member of the New Standards Project, provides teachers a resource for performance assessments, as well as design help for districts that use alternative methods for assessment, such as portfolios, to evaluate student work.
  - The Colorado State Library, in cooperation with the Colorado Educational Media Association, has created a scoring guide to assist teachers in evaluating information literacy in their schools and to assess the characteristics of the information literate student.

■ **Sample assessments have been provided statewide**
The Colorado Department of Education and the Standards and Assessment Development and Implementation Council (the Standards Council) have distributed statewide sets of assessment examples as part of the final draft of the state model content standards before the standards were submitted to the State Board of Education for adoption. These examples of a number of types of assessment were designed to help the public and districts consider how they might measure student progress.

An assessment workbook has been developed to educate the public about assessment issues and to seek advice on what results are expected from the state assessment system. This feedback will inform the Standards Council's recommendations to the Board of Education.

■ **Assessments relate to career development and workplace skills**
The Colorado Department of Education and local school systems are learning how academic standards can be assessed in the workplace. In addition, occupational education programs, approved through the Colorado Community College and Occupational Education System (CCCOES), include assessments focusing on both basic and advanced academic skills as well as general and specific occupational competencies. The office of adult education at the Colorado Department of Education has also established a model for assessing adult student achievement of competencies vital to the workplace.

■ **Local districts begin new thinking about assessment**
Several districts have already started building local capacity to develop assessments in line with standards. Some districts have taken steps such as developing local assessment expertise through teacher participation in assessment academies, enlisting external scores for district assessments, developing standardized assessments based strictly on district curricula, and creating multi-district collaboratives to study and develop assessment procedures and measures.

■ **Higher education considers its role in assessment that reflects standards**
Five teams of K-12 and university faculty from Project Span have jointly developed standards for graduation from university departments and have designed college senior-level performance-based tasks and scoring guides. They are aiming to have these tasks available at each educational level, freshman to senior. These joint efforts serve as models for future collaboration in developing student assessments.

What we are going to do:

■ **The Colorado Department of Education, local school districts, and higher education will work in partnership to address a number of issues in the development of comprehensive plans for assessment:**

- How classroom assessments will provide useful information for students and teachers, and also be used to meet state reporting requirements;
- How best to communicate to parents and the community on how students are meeting the standards;
- How to develop expertise in assessment among professional staff;
- How to adapt assessment methods that accurately measure how well special populations of students are performing;
- How to make sure assessment methods do not create false ceilings on achievement, especially for highly-able and advanced students;
- How to make certain that assessments for academic standards are useful for students whether they plan to enter the work force or go on directly into higher education;
- How to manage assessment so that it aligns with curriculum and instruction and is an integral part of the schooling process;
- How to communicate to students, parents, and the community what is meant by acceptable performance

on assessments and what the stakes are for students, schools, and districts as a consequence of assessment results;

- How assessment yields results that allow comparability of Colorado student achievement across districts, with other states, and with other nations;
- How to use technology to implement or support effective assessment practices.

■ **Colorado will develop a state assessment program**
An Assessment Task Force, with experts from across the state, is making recommendations to the Colorado Department of Education on issues concerning the implementation of the state assessment system. This group will assist districts with technical and design issues in the development of local assessment procedures and measures. Building from a successful statewide writing assessment program, new assessments in other subject areas will be developed so that the citizens of Colorado will know how students are doing in relation to standards in key content areas.

■ **Colorado will act on the belief that standards are for all children and all children can learn**
Under the leadership of the Colorado Department of Education, the Standards Council, and districts, efforts will be made to ensure that assessment procedures give all students the best opportunity to fully show what they know and are able to do. This means developing ways of measuring student performance that go well beyond minimum standards. It also means developing greater understanding of learners and learning styles. Colorado is serious about designing and implementing a complete system based on standards that removes the ceiling — at the same time it raises the floor — of student performance.

■ **Colorado will meet all Title I expectations**
Title I accountability requires assessing student performance on complex skills and challenging subject matter. Until state assessments are in place, all Title I programs will use either their own district's locally developed assessments in reading and mathematics or commercially available instruments that are criterion-based to assess performance in those areas.

■ **Members of Colorado's educational communities will help each other in developing assessment systems**
Districts will need to understand how valid, fair, and reliable assessments can be developed for the newly adopted content standards. The Colorado Department of Education will help by serving as an information broker. Districts will have the opportunity to see the assessment measures and systems in place or under review in other districts in the state. In addition, opportunities will be created to assure that student performance is comparable on like or similar standards across districts. This calibration of assessments is essential to build confidence that student performance everywhere in Colorado is being carefully measured. Also, the Standards and Assessment Resource Bank at the Colorado Department of Education will provide a repository of sample assessments tied to various content standards.

■ **Assessments will be linked to workplace needs and skills**
Assessment efforts will be supported by and integrated with local School-to-Career Partnerships. The Initiative's Business Advisory Panel will review the state model content standards and identify those most relevant to the needs of employers. The Panel will identify a method that provides the business community with information on student academic performance, career interests and plans. General and specific workplace standards will also be recommended. Local communities and school districts participating in the partnerships will develop assessment practices linking academic standards to the workplace.

■ **K-12 education and higher education will be linked through assessment practices**
Similar types of assessments of student learning will extend from preschool through all higher education degree levels. Joint efforts of K-12 and higher education faculties, such as those occurring in Project Span, will serve as a model for such assessment linkages.

What indicators show we are making progress:

- During the 1996/97 school year, a state assessment program that measures the performance of Colorado students in relation to content standards will be implemented.
- By 2000, assessments used to determine students' progress toward meeting adopted standards, both at the local district level and at the state level, can be shown to relate directly to the content standard being assessed.
- By 2000, Colorado educators will be able to participate knowledgeably and competently in assessment practices, including the development of valid classroom assessments based on standards.
- Parents and students know through assessment results what the student truly knows and is able to do in relation to specific content standards. (Ongoing)
- Teachers and students know through assessment results the progress students are making toward meeting specific content standards and what instruction and learning still needs to be accomplished for the student to achieve the standard. (Ongoing)
- Parents, students, employers and higher education institutions know through assessment results whether students possess the skill levels deemed necessary for success in the workplace and higher education. (Ongoing)
- Appropriate technologies are integrated into both the assessment process and the collection, analysis, documenting, and reporting of assessment results. (Ongoing)

Improving student performance requires a clear picture of what you want to accomplish, a comprehensive measurement system to gauge progress, and a commitment to act on the results to make appropriate changes.

- Governor Roy Romer,
Colorado Education Goals Panel
Co-chair

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens, Colorado communities will:

GOAL 3 Align curriculum and instruction to standards and assessments

Why we chose Goal 3:

Colorado has committed to creating a quality system of education based on high academic standards. Colorado's reform statute (HB 93-1313) acknowledges the necessity of making sure that all elements of the system work together to bring about improved student performance in relation to standards. To achieve this goal, instruction and assessment must be aligned to the content standards that a district and community adopts or develops. Once content standards are in place and assessments are developed in all Colorado districts, the major practical work of education will be to revise or adjust curriculum so that it aligns with the standards and to focus instruction so that students are learning the content and skills reflected in these standards. In short, all elements in the system — the content standards, assessment, curriculum and instruction — will be aligned to help assure high achievement results for Colorado's students.

In Colorado. . .
Seventy-five percent of superintendents surveyed in 1994 indicated that their districts had plans/processes in place for creating, adapting and implementing standards-based education.
(Colorado Department of Education, Standards Priority Team)

Where we are now:

- **Statute requires alignment**
  HB 93-1313 established a timeline for the development of assessments that are directly aligned with the state model content standards. The State Board of Education and the Standards and Assessment Development and Implementation Council (the Standards Council) are also required to engage in ongoing review of the state content standards and the state assessment program to assure that this alignment takes place and can be validated. The statute places responsibility on districts for alignment of curricula, instruction, assessments, and professional development with content standards.

- **State assistance is in place**
  Anticipating local districts' need for assistance, the Colorado Department of Education has organized strategic teams around specific alignment issues, including teams on standards and assessment and task forces on standards, curriculum and instruction, professional development, needs of special populations of students, curriculum directors and others.

- **Guidelines and frameworks to assure that all students, including students with special needs, will have the opportunity to learn the skills and knowledge defined in the content standards**
  The Special Populations Task Force at the Colorado Department of Education has been working to provide assistance for school districts in meeting the requirements of HB 93-1313 and HB 94-1198 relating to exceptional students in standards-driven systems. The task force has developed *Opportunities For Success* guidelines to assist a broad range of students with special needs, including all exceptional students and at-risk students, learning at higher levels. These guidelines take into consideration the various adaptations, accommodations, and modifications in assessments, instruction and delivery systems that might be required by specific groups of students if they are to learn challenging and rigorous material. As districts develop their implementation plans for aligning curricula and instruction to standards, they will need to be sure to think through how best to serve special needs of students. For example, students with a first language other than English may need to use their first language to develop skills to meet the standards.

- **Support for achieving high standards by children at-risk**
  Title I of the Improving America's Schools Act (IASA), is directed to improving the education of children attending high poverty schools, as well as children from migrant families and children in local institutions for neglected or delinquent children. Title I, which operates in 167 Colorado school districts, is designed to provide supplementary enrichment opportunities for at-risk children to help them meet student performance standards developed for all children. The program also supports family literacy by providing educational opportunities for both parents and children.

- **Standards and Assessment Resource Bank established**
  HB 93-1313 established a Standards and Assessment Resource Bank to provide districts with materials to help them in their planning and implementation of content standards and assessments. The Resource Bank already contains the state model content standards, examples of assessments tied to these standards, models of curricular frameworks, instructional units in several content areas that were designed around specific standards and suggestions for professional development strategies. The reform statute also directs the Resource Bank to contain examples of methods and materials specifically addressing the needs of special populations of students.

- **ACLIN provides on-line information**
  ACLIN (Access Colorado Library and Information Network) is an on-line resource which provides free access to information on education, business, health, social service and personal growth activities for Colorado residents. This information link is a valuable resource for the implementation of standards.

- **Projects that support district alignment**
  Initiatives that support the linking, integration, and alignment efforts within local districts are underway. Among these are the CONNECT Project for math and science, the Geography Framework Project, the History-Geography-Civics Content Standards Grant, the Language Arts/Foreign Language Instruction Project, Service Learning Colorado, and the New Standards Project. These initiatives are designed to assist teachers in implementing different types of curriculum, instruction, and assessment consistent with content standards.

- **Links between school and careers**
  Links between the academic world and career development have a foundation in the programs that use vocational standards integrating academics and occupational education. These programs, as well as existing curricular models, should facilitate the alignment of newly adopted or developed content standards through Colorado's School-to-Career Partnership.

- **Linking technology and school media services to the content standards**
  Some Colorado school districts are working to integrate technology and media services into their curriculum frameworks to improve the delivery of instruction and access to resources. Whenever possible, technology and library media specialists need to be involved in the curriculum development and alignment process for all subject areas.

What We Are Going to Do:

- **Districts will take responsibility for alignment**
  The reform statute (HB 93-1313) specifically directs districts to revise curricula and programs of instruction to fit locally adopted content standards, and to develop procedures to determine how students achieve in relation to the standards. Districts must also discover and eliminate barriers to equitable opportunity to learn for all students. Alignment also means assuring that students are prepared for transition from school to employment and/or post-secondary education.

■ **Districts and the state will report on students' progress**
Results of state assessments will reflect student performance in relation to state model content standards. While districts will also report on how well students are doing in relation to local standards, district assessments will provide measures of the effectiveness of local programs as well.

■ **Accreditation of schools and districts will be linked to content standards and assessments**
The accreditation process, through which the State Board of Education exercises it's constitutional authority to supervise education in the state, will be redesigned to make alignment of curriculum and instruction with standards and assessment an accreditation standard for schools and districts.

■ **School-to-Career efforts will support alignment**
Alignment will be supported through the integration of standards and assessments with the essential components of School-to-Career in state and local partnerships. The essential components of Colorado's School-to-Career Partnership are:

- School-based learning: Integrating of academics, career preparation and workforce development through curriculum and instruction.
- Work-based learning: Providing experiences for students in the community and in businesses that relate academic instruction to career interests and relevancy in the workplace.
- Connecting activities: Providing a link between school and workplace experiences including preparation and transition to postsecondary education and/or employment.

■ **Higher education and K-12 education will align efforts**
Both K-12 and higher education will develop or revise curricula that align with their own standards and assessments. Collaboration between K-12 and higher education faculties in this curriculum review process will be needed to ensure appropriate continuity between K-12 and higher education programs. The CONNECT Initiative currently provides a model for K-16 alignment in mathematics and sciences. Additionally, academic relevancy will be shown through the relationship between career development and employment. A student's education will extend beyond the classroom into the community and workplace.

■ **Resources will be directed to support alignment**
State support of district efforts to create fully aligned systems based on standards will require the focus of resources on such efforts. State resources are already being directed toward adequately training teachers. These trainings are aimed at helping teachers develop instructional units based on standards, increase assessment knowledge and skill around content standards, assist districts to align local assessment efforts with state assessment, and include high expectation for the performance of special populations of students. Focus of resources will be continued and increased.

Electronic data bases, such as the Standards and Assessment Resource Bank, will provide sample guidelines, curriculum designs and assessment options for integrating technology into curriculum frameworks

What indicators show we are making progress:

- By 1996, accreditation requirements will reflect school and district efforts toward establishing and improving implementation of content standards and assessments.
- By 1997, all 176 school districts in Colorado will begin implementing plans for aligning curriculum, instruction, and assessment with locally adopted content standards.
- By 2000, Colorado's educational system will be clearly focused on and clearly organized around standards.
- Colorado district plans for aligning curriculum and instruction with standards and assessments include guidelines that directly address students with special needs, including exceptional students and students at-risk for dropping out of school. (Ongoing)
- State resources are directed toward building support for the implementation of standards. (Ongoing)
- Teachers, administrators, students, and parents can point out how curriculum and instructional approaches enable students to attain challenging content standards, and assessment results bear this out. (Ongoing)
- Teachers, administrators, and students can gain access to information resources as well as create their own information data bases, using a variety of appropriate technology as tools. (Ongoing)
- Employers and educators work collaboratively to develop and teach academic curriculum in relationship to career development at school and in the workplace. (Ongoing)

[A result]. . . that came out of the year's work was the connection between assessment and instruction. It became obvious, as we were working on writing and selecting tasks, that instruction would change if these were the assessment tasks used.

- Teacher Participant
1994/95 Local Improvement Grant

**To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens,
Colorado communities will:**

GOAL 4 Prepare and support educators to enable students to reach high standards

Why we chose Goal 4:

Effective schools depend upon the effectiveness of educators. As expectations change and knowledge about what works in the classroom evolves, the most effective educators will incorporate those changes into their work. In order for students to learn skills and knowledge at higher levels, educators must have solid content-area knowledge. We know the only way to ensure that all Colorado schools meet our expectations is to make certain educators have the best possible skills, content knowledge and preparation for teaching.

Where we are now:

Professional development is the key to improvement in education. A number of mechanisms are already in place or under development to assist educators as they help students reach high standards.

In Colorado. . .
Fifty-seven percent of teachers surveyed in 1994 said little or nothing was being done to prepare them to implement standards.
(Colorado Professional Development Working Group)

- **Legislation to assist professional growth and development**
  Colorado now has a more rigorous process for licensing educators. The Educator Licensure Act of 1991 sets specific standards for teachers', administrators', and other professionals' performance and professional growth. Professional educators must show they possess the content knowledge and skills to help students meet standards through aligned curriculum, instruction, and assessment.

- **Initial educator preparation**
  In response to this legislation, schools of education at Colorado's colleges and universities are beginning to make changes in education preparation so that programs are closely aligned with the knowledge and skills needed in schools. This alignment is also evident in other academic areas.

- **Professional development planning framework for new reform efforts**
  A professional development planning framework, *Investing in Results*, was presented to the State Board of Education in April 1995. It was developed through the cooperative efforts of Coloradans with interest and expertise in professional development. The framework reflects common purpose with standards development, curriculum alignment, and reform. The framework is designed to engage professionals, paraprofessionals, support staff, higher educators, and the community in ongoing efforts to improve student learning. It is aligned with standards-driven education and licensure reform. It is designed to build the capacity of schools, districts, professionals, and the profession to raise student performance. The framework provides a model for designing local professional development systems that work. It gives policymakers a foundation on which to judge the following:
  - The effectiveness of professional development activities,
  - Identification of elements of an effective professional development program,
  - Suggestions for aligning reform efforts,
  - Models and examples of professional development systems that work and
  - Recommendations about finance strategies.

■ **New professional development activities focused on standards**
Professional development is a key to systemic reform. Efforts to help educators understand the implications of systemic reform include one-day introductory workshops, state conferences dedicated to standards issues, and a seven-day comprehensive standards and assessment training as well as training on related workplace issues. These professional development opportunities will provide teachers with the knowledge and skills to align curriculum, instruction and assessment to content standards..

Investing in Results provides a foundation for a standards-driven system by defining effective professional development and highlighting examples of this in local school districts.

The History-Geography-Civics summer institute provided teachers with an opportunity to understand and apply the Social Studies Standards to their district curriculum by creating standards-driven units of instruction. Many school districts have designed and implemented effective staff development on standards-driven instruction and assessment.

Service Learning Colorado is providing professional development opportunities among K-12 and higher education educators.

■ **Communication of the planning framework across the state**
The professional development framework has been distributed across Colorado to all key personnel who have a direct responsibility for or interest in professional development programs for ensuring that educators have the knowledge, skills, and resources to improve teaching and learning. All Colorado Department of Education staff have had the opportunity to learn about Colorado's reform statute in awareness workshops and intensive training.

■ **The Standards and Assessment Resource Bank**
This resource was established to assist educators as they develop their local standards–driven system by providing critical information on educational improvement in Colorado, including:

- Full text of the reform statute (HB 93–1313)
- Colorado State Model Content Standards (also available through ACLIN, the Access Colorado Library and Information Network)
- Directories of other resources, such as national standards, standards work from other states and organizations
- Resources for curriculum development and professional development programs
- Sample assessments
- Information Literacy Guidelines and Information Literacy Rubrics
- School-to-Career information
- *Opportunities For Success* guidelines
- Adult basic education program standards
- Annotated bibliography of other resources related to standards and assessments
- Glossary of terms

■ **Direct support for local education agencies**
Effective professional development reflects the best thinking about how to improve teaching and learning while honoring local needs and priorities. Some local education agencies have been working in regional consortia and in a variety of partnerships including higher education, non-profit agencies and community groups. Direct support is available through the *Partnerships* Local Improvement Grants. Ninety percent of the funds from the

Goals 2000: Educate America Act go to local education agencies. These funds are targeted toward the development of standards and assessments, including professional development and pre-service education. A wide range of professional development activities are emerging, many with products and models to share across Colorado. Particular attention is being paid to the needs of educators working with diverse learners and students with special needs.

> ***I not only learned tricks for working in the classroom, but I learned new strategies for coping with the increasing difficulties of teaching. I believe the discussions and activities from this group revitalized my excitement about teaching. I feel more confident creating tasks and assessments after the experiences in this group.***
>
> -Teacher Participant
> 1994/95 "Partner Schools" Local Improvement Grant

- **PreK-16 partnerships**
  Throughout the state, partnerships between schools and universities are emerging to support initial teacher education and continuing professional development. Several schools of education and school districts have established "partner schools" in which responsibility for teacher education is shared, and where professional development is linked to school improvement goals. In addition, K-16 partnerships have been established in the subject areas of mathematics and the sciences.

- **Assisting educators in helping all students achieve standards**
  A comprehensive document, *Opportunities for Success*, has been developed to help teachers make the most of their classroom environment, instructional strategies, assessment practices and resources to enhance learning opportunities for students with special needs. These guidelines were written with the input of 2000 educators, service providers, administrators, parents and students representing special needs groups.

- **Professional development and School-to-Career**
  A comprehensive training and technical assistance plan is available through Colorado's School-to-Career Partnership. This plan coordinates, and includes, school-to-career content with Colorado's professional development efforts. Participating local partnerships also receive direct support.

- **The Career and Technical Education Resource Center**
  The Center provides information on applied academic curriculum (K-16) and other information relevant to career development, workplace education and school-to-career materials that are available through Colorado Community College Occupational Education System Resource Center and Internet.

- **Inquiry-based research for adult education professionals**
  This professional development initiative encourages adult education professionals to identify classroom or administrative issues and questions which they research using traditional and experiential resources. Research findings are used at both program and classroom levels. The purpose of this research is to improve the quality of instructional services and administrative practices.

- **Utilizing the tools of technology to enhance student learning**
  All school and library staff are expected to use the tools of technology to create, acquire, process and present information in a variety of formats (e.g., textual, graphic, video, music, multimedia) and to become independent technology users. Professional licensure and teacher training programs need a more effective technology requirement. Ongoing opportunities for technology-related staff development need to be provided at the local level and in higher education.

  One example of how a local district has addressed this issue: A Colorado school district has implemented an incentive program for teachers who take inservice training in the area of technology. For 80 hours of technology inservice training, the teacher receives a desk top computer; for 120 hours of technology inservice training, the teacher receives a lap top computer. The teachers may use the computer in the classroom or at home for as long as they are employed at the school district.

The Tointon Institute for Educational Change is developing a CD-ROM multi-media training system to train new and experienced teachers in implementing content standards and assessments, and the classroom applications of these strategies.

U S WEST provided laptop computers to approximately 350 teachers in 126 Colorado school districts who participated in technology training to utilize the MAST Hotline at the University of Northern Colorado.

What we are going to do:

We have both an opportunity to invest in the quality and skills of our educators and a need to invest in the success of reform through Professional Development. Colorado's standards create new expectations of many educators. They will need to use a variety of teaching and student assessment methods and they will need to enhance their content knowledge. This will be accomplished in many ways.

- **Provide local education agencies with technical assistance**
  The Colorado Department of Education will use a variety of strategies, including provide a cadre of professional development experts to help districts design professional development programs that have a positive impact on the achievement of all students, including students with special needs.

  School Support Teams will be established to help high poverty schools plan and implement Title I school wide programs to upgrade the entire school program. The teams will work cooperatively with schools to help all children meet high standards.

- **Base technical assistance on key criteria, standards and models**
  Effective professional development is built upon five criteria identified in the *Investing in Results* document. Effective professional development is:
  - Comprehensive and planned with clear purposes.
  - Designed to engage professionals, paraprofessionals, support staff and the community in ongoing efforts to improve student learning.
  - Content rich, focused and aligned with standards-driven education defined by HB 93-1313.
  - Designed to align reform efforts, especially standards-driven reform and licensure reform.
  - Designed to build capacity of schools, districts, professionals and the profession to raise student performance.

  In addition, standards for effective professional development (National Staff Development Council, 1994) are organized into three categories: context, process, and content. They should all be in place to ensure that professional development makes a difference in student learning.
  - Ensure the context supports professional development
    The organization, system, and culture will reflect and support new learning in an atmosphere of continuous expectation and work for improvement; will provide both leadership and advocacy; will give adequate time for learning; and will support innovative models of staff development.
  - Ensure that the process for staff development is a good one
    A successful process for staff development will ensure that participants understand the process of change, both at the individual and group level; that decisions on process reflect an understanding of past experience and current research, as well as a willingness to explore and integrate new development models; that the selection of content is judicious; that the process is subject to evaluation and improvement; and that a variety of follow-up strategies are provided to assure implementation of new skills.

- Ensure that professionals acquire the skills and knowledge they need
  Effective school educators will need research-based instructional strategies, skill in performance assessment, knowledge of the content areas, experience in integrating technology in the instructional process, and awareness of issues related to childhood and pre-adolescent development and family involvement.

Colorado's School-to-Career Partnership will help educators understand how to integrate academics and occupational education in the classroom and at the worksite, and how to assist students' career awareness, exploration and preparation.

In order to support the diverse needs and learning styles of adult learners, effective professional development designs will include more than one model. Inquiry-based research, individually-guided activities, observation and assessment, and action research are examples of professional development models. Used in tandem, these and other models increase professional development results.

■ **Provide statewide leadership for effective professional development**
The Colorado Department of Education will lead the movement toward more effective locally designed professional development by:

- Ensuring ongoing local access to updated, effective professional development resources including products and models generated as a result of the *Partnerships* Local Improvement Grants
- Identifying, modeling, and disseminating current "best practices" in professional development
- Identifying and disseminating successful structures for districts to deal with issues of "time" and "resources" necessary to "work and plan together" in the professional development process.

■ **Support teachers/educators in utilizing the tools of technology to enhance student learning**
Institutions of higher education and school districts will provide teacher training and experience in using technology.

Districts will provide opportunities for teacher training and ensure that teachers have the tools they need to implement technology strategies in the classroom. School library media specialists will provide support in technology training as they have expertise, materials and resources to support this effort.

BOCES, school districts, libraries and colleges will create accessible training centers using current telecommunication tools and online resources in a more efficient way. Colorado will create a statewide technology network infrastructure to provide access to resources such as voice, data, video, and multi-media to all public school districts, schools, BOCES, libraries and communities to facilitate access to resources. Training for educators in utilizing education technology will be essential to effectively integrate it into the teaching and learning process.

The Higher Education and Advanced Technology Center and the Colorado Department of Education/CONNECT have been endorsed by the Colorado Achievement Commission to receive a planning grant from the Colorado Commission on Higher Education to develop a strategic plan for a K-16 mathematics, science, and technology professional development center.

■ **Evaluate the impact of professional development**
Strategies and tools will be identified or developed to help local districts evaluate the impact of their professional development programs.

■ **Support implementation of professional development focused on educator licensure**
Effective local and statewide efforts to develop and implement professional development programs which help educators meet Colorado's new licensure requirements will be identified and shared throughout the state.

Districts and universities will work together to create professional development opportunities for current teachers and administrators. In addition, continued growth of professional development "partner school" programs for initial teacher education will be supported so that more and more new Colorado teachers are educated in jointly-developed programs of universities and schools.

- **Support higher education faculty**
  Higher education faculty, especially those in teacher preparation programs, need support to model in their classrooms the kinds of teaching strategies and assessments students from standards-based K-12 schools have experienced. Many faculty need ongoing support to be prepared to select and write content standards, design appropriate assessments, and design curriculum aligned with these standards and assessments.

- **Adjust higher education faculty roles and rewards**
  Changes in the higher education faculty evaluation and reward system are needed to recognize the many changes in faculty performance necessary to achieve a K-16 standards-driven system. Standards and performance indicators for teaching and assessment must be determined. Faculty will be responsible for using appropriate teaching and assessment strategies, aligning their institutional standards with state and national standards, and incorporating technology into their classrooms. For example, a standard for teaching/assessment and five indicators developed as a part of the *Partnerships* planning grant to the Northern Colorado Board of Cooperative Educational Services (BOCES) provides a model for establishing clear baselines for faculty performance evaluation.

- **Maintain and support ongoing connections**
  Professional development plans will remain current with reform efforts if key aspects are linked with teacher education. These include professional educator licensure, requirements for accountability and accreditation, support from the *Partnerships* improvement grants process, and coordination with Colorado's School-to-Career Partnership. In addition, key agencies and associations, such as the Colorado Association of School Executives (CASE), the Colorado Association of School Boards (CASB), the Colorado Department of Education (CDE), the Colorado Education Association (CEA), and the Colorado Federation of Teachers (CFT) will be directly linked on professional development issues.

What indicators show we are making progress:

- By 1997, professional development programs will be designed and implemented statewide which include the five professional development criteria and ensure the three professional development standards are in place.
- By 1997, effective tools to evaluate the impact of professional development on student achievement in a standards-driven classroom will be accessible statewide.
- By 1997, a statewide infrastructure for using technology to enhance student achievement will be designed.
- By 1997, a K-16 mathematics, science and technology professional development center will be operational.
- By 1998, a plan will be developed to create accessible and efficient technology training centers.
- Professional development programs are aligned with educators' needs as reflected in Colorado state licensure standards. (Ongoing)
- Professional development programs, both pre- and inservice, align academic content area information with strategies for developing workplace skills and assisting students with special needs. (Ongoing)

We can think of the grandest plans for our kids, and for curriculum development . . . but without the grassroots commitment from teachers, these efforts will go nowhere. Standards are an opportunity for change. That's what we are working toward. It's something we believe in.

- Molly Merry, Teacher and Founder, Madison Exploratory School, 1995 Colorado Teacher of the Year

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens, Colorado communities will:

GOAL 5 Begin education early to ensure students are ready to learn when they enter school

Why we chose Goal 5:

With input from thousands of child advocates across the state, Colorado has made significant progress in beginning to build an infrastructure of support and assistance for parents and their young children (from birth to eight years).

In Colorado. . .
First graders who experienced a preschool and kindergarten program scored sixteen percentile points higher on the Iowa Test of Basic Skills than those who had no early childhood schooling.
(Colorado Department of Education, Early Childhood Initiatives)

Where we are now:

- **Children at-risk**
  Colorado is nearing its goal of being able to serve all at-risk four-year-olds in early care and education programs through the state-funded Colorado Preschool Program and Head Start.

- **Help for community planning**
  Colorado has developed planning workbooks that provide a "step-by-step" guide for communities to use in developing comprehensive plans to improve the lives of young children and their families.

- **Public awareness and public action: Bright Beginnings**
  Bright Beginnings is a four-year public awareness/public action effort, coordinated by the Colorado Children's Campaign and the Governor's Office, to ensure that women have access to prenatal care and that parents are supported in their role as their child's first teacher. This campaign has enlisted the support of representatives from the media and the religious community, senior citizens, child advocates, legislators, and medical and business leaders.

- **Family Centers**
  Colorado now has Family Centers, funded by legislative appropriation, which serve as "one-stop" human-services shopping centers in at-risk neighborhoods. These Centers provide information and resources to families with young children.

- **The Colorado Children's Cabinet**
  The Colorado Children's Cabinet, created by Governor Romer, is charged with coordinating early care and education programs at the state level.

- **Consolidation of Social Services**
  Colorado has restructured the way it delivers health and human services by combining its Departments of Social Services and Institutions into a Department of Human Services, and by creating a new Department of Health Care Policy and Financing. A part of this restructuring effort included establishing an Office of Children, Youth, and Families that has consolidated many child-serving programs under one umbrella.

- **Family Literacy Programs**
  Colorado has increased access to family literacy programs, including Even Start and the Adult Education Act, which encourage parents to read to their young children, help ensure that parents have the skills necessary to do so, and provide early childhood developmental experiences for the young children of these parents.

- **Summer reading programs**
  The Colorado Center for the Book, as well as many individual public and school libraries, sponsor summer reading programs for children and their families. These events offer family reading programs and opportunities to introduce children of all ages to reading for pleasure.

- **Coordination of statewide efforts**
  The First Impressions/Goal One Statewide Advisory Council coordinates National Goal One (Ready to Learn) related activities throughout the state to encourage community action and responsiveness to the needs of young children.

- **Program standards**
  The *Colorado Quality Standards for Early Childhood Care and Education Services* have been collaboratively developed and are disseminated by the Colorado Department of Education. These program standards reflect the uniqueness of the state by building on and expanding the nationally recognized National Association for the Education of Young Children's (NAEYC) accreditation process. The *Colorado Quality Standards* help early childhood programs spotlight their achievements, identify areas in which they can improve, create a learning environment for their staff, facilitate program development, implement developmentally appropriate curriculum and prepare for accreditation. A broad range of organizations, including the Mile High United Way and private foundations, are making funds contingent on the use of the *Colorado Quality Standards*.

- **Professional development for early childhood care**
  Colorado is working on a career development system for professionals in the early childhood care and education field. This system will take into account core knowledge and competencies for early childhood professionals, provide for credentialing, streamline the articulation process among training programs, and address the issues of incentives.

- **Assistance for young children with disabilities**
  Most of Colorado's young children with disabilities, ages three to five, are now being served in inclusive settings which are either school- or community-based. Infants and toddlers with disabilities receive supports and services through communities and projects funded by the federal Individuals with Disabilities Education Act, Part H (IDEA). Approximately 30% of the Part H grant monies for statewide distribution focus on developing family leadership and providing supports to families. Part H funding also supports a system of outreach to all rural areas, expands the statewide system of supports and services for community development, and promotes an inclusive community development model emphasizing family decision-making and the utilization of all resources within a community.

- **Statewide development of early childhood learning clusters**
  Through the combined funding of several state agencies and organizations in the private sector, a statewide early childhood training and technical assistance plan has been developed and implemented. The foundation of this plan has been the formation of early childhood learning clusters in forty-one communities across the state, and subsequent financial support of these clusters for their training at the local level.

What we are going to do:

- **Identify and publicize program models**
  The First Impressions/National Goal One Statewide Advisory Council will continue to identify existing successful and effective programs to use as models, and to assist the thirty active Goal One community teams in successfully achieving this goal.

- **Bring policymakers on board**
  Policymakers will be educated about the importance of making quality early childhood care and education programs accessible to younger children and their parents. This education process will result in the Colorado Preschool Program serving three-year olds and their parents. As the recognized child's first teacher, parents will have the skills necessary to prepare children for school.

- **Disseminate standards widely**
  All programs in the state will have access to and implement the *Colorado Quality Standards Early Childhood Care and Education Services.*

- **Credential early-childhood professionals**
  A voluntary credentialing system will be developed that begins at entry level and progresses to other stages as knowledge, competencies, and experience increase. Such credentialing will help to ensure that early childhood professionals meet the same personnel requirements across a variety of settings.

- **Secure funds for the future**
  The Governor's Business Commission on Child Care Financing will be assisted in implementing its recommendation to develop a long-range, bipartisan funding strategy for early childhood care and education that ensures program quality, addresses the wages of early childhood professionals, and assures that parents are able to pay for the services they receive.

- **Plan for local needs**
  A broad-based team in every Colorado community will undertake a planning process, using the community workbooks to identify and assess the local need for early care and education supports and services, as well as develop a short- and long-term action plan.

- **Expand Resources**
  Program resources will be expanded in the areas of prenatal care, well-child care, inclusive and developmentally appropriate services for all children, and partnerships with parents/families, in order to more effectively serve a larger number of children in need of quality services and supports.

> ***Education can break the cycle of literacy and poverty, but only by meeting the educational needs of the entire family. Helping the at-risk child while ignoring his home environment is not enough. Neither is educating the adult without including support and information for a child's literacy development.***
>
> - Debbie Butkus,
> Colorado Springs School District #11
> Family Literacy: Getting Started

What indicators show we are making progress:

- By 1996, legislation will be introduced and passed which will enable the Colorado Preschool Program to serve three-year-olds.
- By 1997, a statewide early childhood network will be emerging in local communities, as evidenced by the existence of one or more of the following:
  - Colorado Preschool Program District Council
  - Child Care Resource and Referral Agency
  - Early Childhood Learning Cluster
  - Family Resource Centers/Schools
  - National Goal I Community Team
  - Bright Beginnings Steering Committee

  As these groups form locally, they will be aware of and work with each other.
- By 1997/98, people in local communities will be aware of and using:
  - *Colorado Quality Standards for Early Childhood Care and Education Services*
  - Community organizing workbooks like:
    Community Forums on Children And Families
    Creating a Community Plan For Children And Family Partnerships for Educating Colorado Students
  - Possible funding sources
  - Collaborative decision making
  - Training opportunities
- By 1998, people (programs) in local communities will have access to, and know how to use technology to share information and strengthen the statewide network.
- As a result of the work begun by the Colorado Business Commission on Child Care Financing, legislation will be introduced and passed that will:
  - Give working parents access to quality child care options
  - Make child care more affordable
  - Create an ongoing business and child care commission
- Funding sources for materials are identified, and early childhood professionals are assisted in acquiring print and technology resources for their programs, children and families. Books and technology are viewed as an integral part of early childhood programs, along with training staff to utilize and purchase appropriate, quality materials. (Ongoing)
- Training materials to be used with the *Colorado Quality Standards for Early Childhood Care and Education Services* and training guides based on core knowledge and competencies for early childhood professionals are disseminated widely through the local early childhood learning clusters and the Colorado Preschool Program District Councils, which include parent representatives. These training materials facilitate the use of program and professional standards in programs in their communities. (Ongoing)

Recognizing the importance of the early years in a child's life is becoming a reality. Parents as partners in their children's education is becoming a reality. Children succeeding can also become a reality. With the information in this report, 'Let's do it together.'

- Anna Jo Haynes, Executive Director, Mile High Child Care
Colorado Education Goals Panel Member

**To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens,
Colorado communities will:**

GOAL 6 Create safe, disciplined, and drug-free learning environments

Why we chose Goal 6:

Academic reforms are only as effective as a positive learning environment permits. According to the Safe and Drug-Free Schools and Communities Act, violence, alcohol and drug use are a threat to students' physical and mental well-being, and significantly impede the learning process. Students must feel safe if they are to learn and succeed in school. Children learn to be responsible citizens through watching adult role models. They rise to meet expectations of acceptable behavior that demonstrate respect and inclusion in a diverse learning community.

Where we are now:

A number of programs, plans and agencies support safe, disciplined, and drug-free schools and communities in Colorado. In general, schools and communities are in agreement that prevention and intervention strategies must occur at several levels to end destructive behaviors and to promote responsible and productive students.

In Colorado. . .
Eighty-three percent of high school students reported using alcohol, seventy-one percent reported smoking cigarettes, and forty-eight percent reported using marijuana at least once.
(1995 Colorado Youth Risk Behavior Survey)

- **Local efforts for safe, disciplined and drug-free schools**
  - ***Center for Substance Abuse Prevention grants***
    Awarded to several local communities, these grants support school and community projects that provide prevention/intervention strategies for drug, tobacco and alcohol use.
  - ***Cultural competence***
    Multi-cultural groups and agencies promote prevention strategies which stress the need for individuals to understand and be able to work with people of diverse groups. Some of these groups and agencies are the Multi-Cultural Regional Prevention Center and the Anti-Defamation League.
  - ***Family Resource Centers***
    These centers provide "one-stop shopping" services for community members seeking health, social services, child care, job training and education. Often located in schools, pilot programs operate across the state and serve as a model for collaborative services.
  - ***Local Safe and Drug-Free Schools and Communities Advisory Councils***
    The advisory council provides for the active involvement of a group of individuals representing district schools in ongoing program planning and review of Safe and Drug-free Schools and Communities. Council members provide linkages between school and community and collaborate in reviewing information and making recommendations to policy makers and program directors.
  - ***Police-School Partnerships***
    School and local police agencies work together to promote responsible citizenship, reduce risk factors and enhance protective factors in students.
  - ***Prevention standards***
    Comprehensive health education curriculum standards, which include violence and tobacco, alcohol and other drug use prevention, have been developed at the national level. Some Colorado school districts have chosen to create their own health standards in addition to the required academic standards.

- ***Service Learning Colorado***
  This initiative supports local programs for Colorado students which combine civic responsibility with academic achievement and community involvement. Service learning is a method through which students learn and develop by actively participating in service experiences that are linked to the school curriculum.

- ***Student Assistance Programs***
  Housed in many schools, these programs address underlying causes of destructive behaviors and mobilize school and community resources to support positive change. These programs support activities such as general counseling, student mentoring and peer mediation.

■ **State level prevention efforts for safe, disciplined and drug-free schools**

- ***Colorado Children's Trust Fund***
  This non-profit organization provides training and technical assistance, and funds state and local efforts in the prevention of child abuse and neglect, including a statewide strategic plan.

- ***Colorado Community College and Occupational Education System and School-to-Career***
  All approved occupational education programs are required to incorporate learning related to all aspects of an industry, including health, safety and environmental issues.

- ***Colorado Department of Education***
  The Safe and Drug-Free Schools and Communities program is housed within Prevention Initiatives which promotes healthy lifestyles and prevention of all risk behaviors of students and adults.

  The Colorado Comprehensive Health Initiative is also based within the Prevention Initiatives Unit. Structured on 1990 legislation, this initiative encourages healthy lifestyles and prevention of risk behavior through community-based advisory groups. Particular attention has been placed on schools for the delivery of prevention messages and services.

  Prevention Initiatives has also been involved in the Special Populations Task Force which has developed *Opportunities for Success* guidelines to promote the success of ALL students, including high-risk students, in meeting rigorous academic standards.

- ***Colorado Department of Public Health and Environment***
  The Health Department has developed a statewide injury prevention plan, which includes prevention strategies for schools.

  The Alcohol and Drug Division (ADAD) supports the reduction and prevention of alcohol/tobacco/drug use by students. Regional Preventionists provide technical assistance to schools and communities to reduce risk behaviors and enhance protective factors

- ***Department of Local Affairs/Community Partnership Office***
  The Community Partnership Office manages the Governor's portion of the Safe and Drug-Free Schools and Communities grant. The funds are used to advance the well-being of children, youth, families and communities. Grant funds support grass roots community-based efforts that promote safe schools and communities.

- ***Family Literacy***
  Colorado has increased access to family literacy programs, including the Adult Education Act and EvenStart, which aid parents in increasing effective parenting techniques. Family literacy provides parents the opportunity to discuss and find solutions for family problems. Discussions center on issues such as substance abuse, disciplining children and how parents can become involved in their children's education.

- ***Healthy Families Colorado***
  The Coalition's mission is to enhance family strengths and prevent child abuse and neglect through advocacy and support for home visitation.

- ***Southwest Comprehensive Regional Assistance Center for Region IX (SWCC)***
  The SWCC is part of a national network of 15 technical assistance centers funded through the U.S. Department of Education, designed to support federally funded educational programs. Safe and Drug-Free Schools and Communities, Indian Education, Title I and Title VII receive technical assistance related to the administration and implementation of these programs.

- ***Steering Committee for Safe, Disciplined, Drug-Free Schools and Communities***
  The steering committee is designed to help Colorado reach one of the national and state goals for schools: "By the year 2000 every school will be free of drugs, alcohol, and violence and will offer a disciplined environment conducive to learning."

- ***State Advisory Council for Safe and Drug-free Schools and Communities***
  With representatives from communities and school districts, this council recommends directions for statewide prevention efforts to the Colorado Department of Education. The focus of this group is on efforts and programs that address violence and alcohol and other drug use by youth in the public and private schools.

■ **Coordination of prevention efforts for safe, disciplined and drug-free schools**

- ***Child Fatality Review Committee***
  A collaborative effort between existing state agencies, this task force reviews child deaths (under age 18) in Colorado. They track trends and make recommendations to child advocates and policy makers to prevent further deaths. For example, sharing information across state agencies on youth suicide statistics will give ideas for better prevention/intervention methods in the schools.

- ***Inter-Agency Councils***
  Collaborative partnerships have existed for many years on the issues of state systemic reform, early childhood "ready to learn", safe and drug-free schools, middle grade reform, adolescent health, teen pregnancy prevention, transitioning youth with disabilities from school to adult life, and school-to-career. Each Council seeks ways to combine talents and services to better serve families and children in communities across Colorado.

- ***Prevention Think Tank***
  The Southwest Regional Center recently hosted a Prevention Think Tank, inviting preventionists/interventionists from all over the state. This effort set the stage to coordinate grassroots, middle level and state level prevention efforts in Colorado. Through *Connecting Colorado*, a grant from ADAD, a strategic plan will be finalized which coordinates a statewide prevention partnership.

- ***Violence Prevention Advisory Council***
  Consisting of over forty grassroots organizations, community agencies and state organizations, this council addresses issues around violence in the state. A main priority is the reduction and prevention of violence in the schools.

■ **Information Resources for safe, disciplined and drug-free schools**

- ***Colorado Department of Education***
  Prevention Initiatives compiles and sponsors research on risk behaviors and prevention strategies with students. Examples include the Colorado Youth Risk Behavior Survey and LARASA's research on suspended and expelled students.

  The Research and Evaluation Unit also has data on Colorado youth's risk behaviors, such as dropout rates.

  The Resource Bank offers models for prevention and intervention, and contacts for further information on existing strategies.

  Access Colorado Library and Information Network (ACLIN) offers free on-line access to databases and library catalogs for locating information and research dealing with drug-free schools and communities, dropout prevention and related data.

- ***Colorado Public Health Department***
  Every year the Health Department surveys Colorado's health trends in the Colorado Vital Statistics and Adolescent Health in Colorado. These studies include figures on youth risk behaviors.
- ***Interagency Council***
  State agencies and organizations share data and evaluation results to understand the impact of their services on clients and communities. The council is also organizing a statewide comprehensive database on prevention which includes information from all organizations.
- ***Prevline***
  Available through Internet, this resource bank contains up-to-date research on tobacco, alcohol and other drug prevention programs. The information is coordinated through the National Clearinghouse for Alcohol and Drug Information.
- ***Prevention Models***
  Models have been developed to put prevention theories into practice. Examples include *Prevention Works!*, Essential Components Wheel and Prevention Continuum Models.
- ***Prevention Resources***
  There are several organizations in Colorado that provide prevention curricula and technical assistance, such as the Colorado Prevention Resource Center, LARASA, Asian Pacific Development Center For Human Development, the Conflict Center and the Colorado School Mediation Project.
- ***University of Colorado - Center for the Study and Prevention of Violence***
  The Center integrates research and policy nationwide on the topics of risk behaviors and prevention models.

What we are going to do:

- **Provide professional development opportunities for school staff**
  These opportunities will need to emphasize:
  - Best practices in prevention, including positive discipline techniques and equity issues
  - How to evaluate progress
  - How to access existing resources

  Higher education institutions will be approached on infusing educator prepartion topics related to prevention, such as skill building, positive classroom management and cultural competence.
- **Recognize parents as the first link to prevention**
  Building on parents' strengths, adult basic skills education and family literacy will continue and be supported. This will support parents' efforts to be positive role models for their children.
- **Increase awareness and the broad use of prevention**
  Information will continue to be provided to policymakers, funding entities, parents and community members, so they can support strategies that work in promoting safe schools and communities.

  Key players, including the Statewide Parent Network, Parent Teacher Association and Colorado Youth Council, will continue to endorse prevention strategies that can be used in schools.
- **Support parent/school/community partnerships**
  Using existing prevention models and resources, technical support will be provided to local school communities on how to work together effectively.

- **Work for guidelines which address prevention**
  Districts will be encouraged to use the *Opportunities for Success* guidelines and/or health education standards that reduce risk behaviors and promote healthy lifestyles. Skills, such as interpersonal communication, cultural competency, decision-making and conflict management will be stressed.

- **Secure consistent funding and leverage current resources for prevention**
  People and groups with existing programs will continue to be connected, to avoid duplication and strengthen the effect of prevention efforts.

- **Keep schools and the public informed and accountable on youth behavior trends**
  Information on youth behaviors will continue to be gathered and shared throughout the state.

  Studies will be conducted which assess the effectiveness of prevention strategies used in the schools.

  The statewide database system which coordinates existing information on risk behaviors and prevention resources from all levels of the state will continue to be developed. It must be easily accessed by anyone.

- **Link prevention with school-to-career transition**
  Through School-to-Career Partnerships, employers will be involved in showing students how safe, disciplined and drug-free environments are essential in the workplace.

- **Restructure learning environment**
  School communities will be encouraged to reexamine their school systems to ensure that students are receiving the best opportunities to reach higher academic expectations, such as reducing classroom size. This will lead to a disciplined environment where students assume responsibility for their learning.

What indicators show we are making progress:

- By 1998, every educator will have access to professional development that addresses risk behaviors and promotes prevention strategies.
- By 1999, higher education institutions will include prevention models that clearly outline expectations for student knowledge of core prevention principles and community resources in their curricula for educator preparation.
- By the year 2000, prevention strategies will be in place in every Colorado school/community.
- Districts will use guidelines and/or standards which teach students what is necessary to be safe, healthy and successful. (Ongoing)
- Information on the prevention of tobacco, alcohol and other drug use and violence in youth is easily accessible by local school communities. (Ongoing)
- Parent, community and student organizations actively promote prevention strategies. (Ongoing)
- Policymakers, philanthropists and businesses support efforts to prevent violence and other risk behaviors in youth by providing funding and other resources and taking an active role in community efforts. (Ongoing)
- Businesses and employers involved in School-to-Career Partnerships are supporting and demonstrating the relationship between safe, disciplined and drug-free schools and an effective workplace. (Ongoing)
- Learning environments are restructured to enhance student achievement. (Ongoing)

If we envision a school as a place where teachers and youth join together to learn, the environment of the school must be safe, disciplined and drug-free. High standards are essential for teacher and student success.

Sister Judith Cauley, Office of Catholic Schools
Colorado Education Goals Panel Member

**To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens,
Colorado communities will:**

GOAL 7 Promote partnerships and establish links among the education (PreK-16), parent, and business communities to support children and schools

Why we chose Goal 7:

Educating Colorado students is everyone's concern. The potential for success increases with every new partnership linking the school with home and the community. Partnerships within schools and between schools and the communities they serve create strong, dynamic connections for success. This combination of talents, resources and backgrounds will expand and improve the educational opportunities and experiences for all students. All students will have a world-class education to the extent that their communities support children and schools. The partnership between home and school is essential in building character, promoting responsibility, and assuring academic success for Colorado's students.

Where we are now:

Colorado has a long history of partnerships in support of families and children and public education. Leadership at both the state and local level promotes collaboration as the best strategy to maximize resources and avoid duplication. Colorado is coming together, at the state level and community by community, on behalf of children and their families.

■ **State Partnerships**

State level partnerships exist between many state agencies and organizations, and also between specific state level groups and their local counterparts. The willingness to work together to support families and children is evident in a variety of interagency groups and state-local initiatives.

Examples of existing partnerships are:

- ***Adult Literacy Commission***
  Created by the State Board of Education, the Adult Literacy Commission is the principal advisory board on adult literacy issues. This broad-based group is empowered to study, advise and recommend action to the State Board of Education on Colorado's adult literacy issues and serve as an advocate in promoting awareness of those issues.

- ***Build a Generation***
  This public-private initiative promoted by the state legislature assists selected communities in designing and implementing a twenty-year commitment to reduce crime, delinquency and related problems. The primary goal of the initiative is to collaborate with existing agencies to meet the needs of children and their families within communities.

- ***Child Care Block Grant***
  This grant serves as a model of collaboration between the Departments of Education and Human Services to effectively meet the child care needs of low income families. The two departments jointly administer the federal funds and provide technical assistance as a team.

- ***Colorado Achievement Commission***
  The legislature established this broad-based policy group in 1992, to study the need for state education reform in PreK-16 and continuing education. The work of the Commission's Standards and Assessments Task Force provided the foundation for HB 93-1313.

- ***Colorado Alliance for Arts Education (CAAE)***
  An affiliate of the Education Department of the John F. Kennedy Center for the Performing Arts, CAAE is a statewide alliance of educators, community leaders, arts organizations and concerned citizens. This group plans and implements school arts programs and activities, serves as an information exchange, and affects arts education legislation and policy.

- ***Colorado Association of Commerce and Industry (CACI)***
  This state association of business leaders provides support for education and influences the development of education policy. CACI originated the Issues Forum and provides ongoing support for the John Irwin Schools of Excellence.

- ***Colorado Association of Partners in Education (CAPE)***
  This non-profit organization is a state and national network of local partnership program leaders who work together to promote the development, growth, and maintenance of school partnerships and alliances. It conducts forums on implementing partnerships, provides consultation on partnership program development, offers site visits to model programs and gives technical assistance in the development of policies and procedures.

- ***Colorado Center for the Book (CCFTB)***
  CCFTB takes an active role in promoting reading and writing as a value in Colorado, and envisions a state where there is a community focus on reading and support for books. The CCFTB has formed partnerships with businesses and organizations sharing similar goals. The staff also highlight the vital roles educators, librarians, writers, publishers, booksellers and book artists play in reaching the vision of a literate society that values books and the written word.

- ***Colorado Education Goals Panel***
  The Colorado Education Goals Panel through funds from the *Goals 2000: Educate America Act* directly supports local, collaborative efforts to assist students in achieving high standards and receiving appropriate opportunities to learn. These local projects include partnerships across district lines and with higher education and community groups. They also serve as statewide models for implementing the goals of the *Partnerships* planning framework.

- ***Colorado Parent Teacher Association***
  This volunteer organization includes parents, teachers and students throughout the state. The aim of the organization is to promote the welfare of children and youth and to help them become productive citizens. A particular emphasis has been placed on encouraging parents to become more involved in their schools and community.

- ***Colorado's School-to-Career Partnership***
  Partnerships, including employers, families, educators and community members, are the foundation of Colorado's School-to-Career Partnership. State and local partnerships are being developed to create a K-16 education system that supports students in reaching high academic standards and being prepared for high-wage, high-skill employment and post-secondary education.

- ***Colorado Workforce Coordinating Council***
  Created by Governor Romer and the State Legislature, the Colorado Workforce Coordinating Council is developing a workforce development strategy. It includes education, employment and training programs for the state.

- ***CONNECT***
  Twelve statewide collaborative partnerships link representatives from school districts, four-year colleges or universities and business/government agencies in developing, aligning and implementing local content standards, assessments, curriculum, instructional strategies, professional development and equity in mathematics and sciences.

- ***Coordinated onsite program reviews***
  Colorado Department of Education staff from at least nine federally funded programs have coordinated onsite program reviews. The major purposes are to determine how the school district focuses its federal resources to enable children to meet challenging student performance standards and to support local reform efforts. These coordinated reviews provide assistance in meeting locally identified needs and identify model programs for dissemination throughout the state.
- ***Coordinated statewide telecommunications system***
  The Legislature passed HB 94-1035 which stated "that there is a lack of coordination among various state agencies regarding the utilization of telecommunications facilities and services". This legislation went on to state that "better coordination...would result in improved education programs and a cost-effective telecommunications system". The report stated that the legislative declaration tied a "statewide telecommunications network" to the acceleration of economic development and states that "coordination and participation" of various public and private sectors in "developing a statewide telecommunications network will facilitate expansion of such a network to its full potential and encourage economic development within Colorado". The State of Colorado has had numerous groups during the last five years addressing and studying the issues related to technology and telecommunications.

  * Access Colorado Librarian Information Network (ACLIN)
  * Colorado Department of Education (CDE)
  * Colorado Telecommunications Advisory Commission (TAC)
  * Colorado Higher Education Network (CHEN)
  * Colorado Commission on Higher Education (CCHE)
  * Colorado Association of School Executives (CASE)
  * Colorado Association of School Boards (CASB)
  * Colorado Education Association (CEA)
  * Colorado Learning Network (CLN)
  * Colorado Municipal League (CML)
  * Colorado Boards of Cooperative Educational Services (BOCES)
  * Colorado Education Technology Consortium (CTEC)
  * Colorado Higher Education Computing Organization Technical Advisory Committee (CTAC)
  * Commission on Information Management (IMC)
  * Public Utilities Commission (PUC)
  * Technology Leadership Forum (TLF)
  * University of Colorado Health Sciences Center

Efforts of the General Assembly and the Goals Panel in the area of technology should be linked to help facilitate the continuation of joint initiatives in this area.

The goal to more effectively use technology in classrooms across the state requires that we find ways to build systems and networks that reach beyond the school and into businesses, libraries, homes, and agencies.

- ***Equitable access to the tools of technology***
  Grass roots efforts have resulted in joint communications projects to connect classrooms, schools, district offices, communities, BOCES, the Department of Education, libraries, state agencies, colleges and universities in order to provide access to local, regional and global information sources These joint projects are still limited in Colorado.

- ***Family Resource Centers***
  Family Resource Centers provide "one-stop shopping" services for community members seeking health, social services, child care, job training and education. Pilot programs exist across the state, most located in schools, and are models for collaborative services. Each Center is designed by the local community and addresses specific needs of that community.

- ***Foundation for Families and Children***
  This non-profit organization links the Colorado Department of Education, Human Services, Public Health and Environment in addressing the needs of families and children through systemic reform strategies. The Foundation identifies successful models of community collaboration and provides data on effective strategies to mobilize communities to achieve their goals.

- ***Interagency Councils***
  Collaborative partnerships have existed for many years on the issues of state systemic reform, early childhood "ready to learn", safe and drug-free schools, middle grade reform, adolescent health, teen pregnancy prevention, transitioning youth with disabilities from school to adult life, adult basic skills, and school-to-career. Each Council seeks ways to combine talents and services to better serve families and children in communities across Colorado.

- ***Northern Colorado K-16 Coordinating Council***
  This partnership of Larimer and Weld County school districts with local colleges and universities shares resources and works together to provide better student choices and career pathways K-16.

- ***Public Education and Business Coalition (PEBC)***
  This coalition provides an avenue for independent community and business organizations to work together in addressing high quality and fundamental reform in public education.

- ***Regional Library Service Systems (RLSS)***
  There are seven RLSS designed to serve all areas of the state. They encourage and assist system members by providing leadership in developing library and media services. The systems work cooperatively and in collaboration with other agencies to meet the information needs of Colorado residents. Some of the regional centers provide training in technology use for teachers, administrators and support staff.

- ***Service Learning Colorado***
  Service Learning Colorado sponsors eight Service Learning Regional Action Teams and five PreK-12 and Higher Education Partnerships that encourage schools, community agencies, AmeriCorps and higher education to develop collaborative efforts. These efforts include (1) service learning professional development opportunities, (2) using secondary schools and higher education students as resources in their communities to meet community needs and (3) raising academic achievement of school and higher education students.

- ***Standards and Assessment Development and Implementation Council (the Standards Council)***
  In the development of the state model standards, the Standards Council developed an extensive plan to involve the public statewide in reviewing and revising the model standards.

- ***State Accountability Committee***
  This broad-based advisory group assists the State Board of Education in the areas of accountability, accreditation and policy development. They study the effectiveness of local improvement efforts and recommend strategies for improving academic achievement of Colorado students.

- ***Statewide Parent Coalition***
  This volunteer organization primarily includes parents of color working together to enhance the quality of education for all students. They accomplish their goals through regional workshops, an annual conference, and ongoing parent support networks.

- ***Title I***
  Title I programs stress parent involvement. A statewide Parent Involvement Conference, sponsored by Title I, is held annually with over 800 parents in attendance.

■ **Local Partnerships**

The reality of local control and decision-making promotes partnerships in Colorado schools. Parents and businesses are involved in the schools because they are responsible at the local level for policy and curriculum decisions. Across the state, schools and communities are finding ways to work together and support one another. These efforts help to blend resources to expand the opportunities and experiences available to students, meet the diverse and changing needs of families, and help young people make a smooth transition to the workplace.

Examples of locally-controlled partnerships are:

- ***Community Compact***
  This partnership, funded by the Pew Charitable Trusts, focuses on the implementation of standards and assessment as catalysts for systemic change. The University of Southern Colorado, Pueblo Community College, the Latino Chamber of Commerce, the Pueblo Chamber of Commerce, School District 60 and School District 70 are working together to address education issues, such as academic performance and employability as well as dropout, graduation and college admission rates.

- ***Colorado Comprehensive Health Initiative***
  This initiative, based on 1990 state legislation, encourages healthy lifestyles and prevention of risk behavior through community-based advisory groups. The majority of members are parents from the twenty participating school districts.

- ***Colorado Literacy Coalition***
  This coalition represents a unique partnership between a major corporation and community-based, non-profit organizations. It was established by Colorado Copier Systems to provide awareness, financial and volunteer support for family literacy efforts. Charter members are Adult Learning Source, Glendale/Cherry Creek Family Literacy Program and Open Book. Throughout Colorado other types of literacy coalitions exist in partnership with adult basic skills providers.

- ***Community Partnerships for Arts Education***
  The Colorado Alliance for Arts Education and the Colorado Arts Consortium of community arts councils have combined their efforts to bring together local arts councils, community leaders, and to make available resources to assist the introduction, development, and to implement arts education activities and programs into the individual classroom. Through a nationally recognized model, the Arts Education Equity Network program, arts education activities were locally introduced into the classroom in sixteen districts in Colorado where no arts education previously existed.

- ***Communities in Schools (formerly "Cities in Schools")***
  This is a local non-profit organization which supports the location of education, human services, health services and law enforcement within schools to better serve families. Local businesses support the programs by providing funding for the coordinating team which brokers these partnerships. Employers also serve as mentors for children of all ages.

- ***Community Youth Crime Prevention***
  The state legislature has funded a Community Youth Crime Prevention program for the past two years. A requirement for funding is to demonstrate that the community is coming together to address the prevention of youth risk behavior.

- ***Educational Alliance of Pueblo***
  A K-16 Alliance between Pueblo School District 60 and the University of Southern Colorado, this partnership integrates academic and administrative structures to initiate systemic change. Savings realized through resource integration and operational efficiencies are reallocated to classrooms for instructional use.

- ***House Bill 93-1313 (reform statute)***
  Local school districts are directed to meet or exceed the state model content standards through involving communities in the development of local standards.

- ***Interagency Transition Teams and Governing Boards***
  Interagency transition teams and/or transition governing boards, comprised of human service providers, educators and employers, have been established in communities across the state. Their goal is to provide coordinated services for youth with disabilities that are moving from school to adult life and the world of work.

- ***Linc Libraries (Library Information Networking a Community)***
  Fort Collins and Poudre R-1 have utilized private and local funding to establish school library sites for community use. These sites are open for after-hours and summer use to promote sharing of resources, materials and technology.

- ***Local Accountability Committees***
  Within each Colorado district, parents and community members work with educators on district and building accountability committees. These groups focus on setting clear goals for school improvement and reporting progress to their communities.

- ***Local Chambers of Commerce***
  Local chambers provide an avenue for members of the business community to work together in supporting a broad set of community efforts. These groups provide ongoing recommendations on education issues and assistance to local schools, including mentoring individual students and support for efforts to link school and work.

- ***Local Parent/Teacher Organizations***
  These local partnerships support the educational programs and student activities within schools across the state.

- ***Local Safe and Drug-free Schools Advisory Groups***
  Parents, students and community members give direction on strategies to prevent risk behaviors. Every participating school district has a local advisory group.

Currently. . .
Forty-seven percent of Colorado employers reported having difficulty finding qualified workers for technical, professional and marketing jobs.
(Agenda 21)

■ **Systemic Reform Efforts in Education**

Many collaborative systemic school reform efforts are already in place. School districts across the state involved in these initiatives actively promote high academic standards, parent involvement and community participation.

Some examples are:

- ***Carnegie Middle Grade Reform Schools***
  Twelve middle schools are committed to the Carnegie "Turning Points" model of developmentally appropriate education for grades six, seven and eight. Parent involvement is one of the key "turning points" and is addressed in all twelve schools.

- ***Coalition for Essential Schools***
  Several Colorado schools are pursuing locally determined goals for school improvement based on Nine Common Principles of school reform from the Essential Schools network.

- ***Collaborative Decision-Making Teams***
  A number of school districts have adopted site-based management led by teams made up of parents, business representatives, community members, teachers and administration.

- ***Colorado Systems Change Transition Project***
  Across Colorado school systems, families, students, human service agencies and employers have linked to improve the post-school living and employment results for youth with disabilities. This project's work includes strategies for curriculum and instruction, business partnerships, interagency coordination, and family and student empowerment.

- ***Community of Caring Schools***
  A number of schools have adopted the Joseph P. Kennedy Foundation's model for schools which stresses values and character education as a foundation for successful students. The entire community is invited to participate in order to reflect the values important to that locale.

- ***Community Partnerships for Arts Education***
  An ongoing program of the Colorado Alliance for Arts Education and the Colorado Arts Consortium, these partnerships promote and assist local communities in their implementation of arts education activities and programs in local school districts.

- ***Community Schools***
  A number of schools have opened their doors before school and stay open late into the evening to serve the community with child care, educational and recreational programs.

- ***Family Literacy Programs***
  Adult Education Act and EvenStart programs enhance educational services through community partnerships. Community partners include business, civic organizations, early childhood providers, public schools, community colleges and other community-based organizations.

- ***Tointon Institute***
  The Tointon Institute for Educational Change is an innovative service arm of the University of Northern Colorado serving the K-12 community and assisting in school reform. The comprehensive programs of the Institute include leadership, policy and curriculum components to improve the academic performance of students.

What we are going to do:

■ **Develop a state infrastructure**
A state infrastructure must be developed to promote partnerships in support of schools and children, and to coordinate existing school reform efforts.

To assist local partnerships efforts several actions are needed:

- Create a state level coalition, possibly a non-profit organization, in support of the *Partnerships* Eight Goals for Educating Colorado Students ,
- Develop a "State Call to Action" to encourage more involvement in schools,
- Assist local communities in gaining and keeping commitment for the *Partnerships* goals,
- Create guidelines for public engagement in accomplishing these goals at both the state and local levels, and
- Establish CEO business support for standards and statewide education reform.

■ **Conduct a public engagement campaign**
Through a variety of public meetings throughout the state, the Goals Panel will introduce the eight goals and the planning framework. These local and regional gatherings will provide opportunity to gather feedback and build support for the *Partnerships* goals.

■ **Provide incentives for schools to promote and establish links with parents and community members**
Each of the Goals 2000 local improvement efforts must be based on broad community involvement. The John Irwin Schools of Excellence program and school-based accreditation focus are also based on evidence of active community participation in school improvement.

■ **Identify successful school partnership models**
School partnership models meeting the *Partnerships* goals will be identified. They will be showcased and connected to others looking for examples of collaboration.

Over 60 local improvement and professional development projects are being funded by the Goals 2000: Educate America Act. Results and products from these ambitious efforts will be showcased along with other successful models of partnership.

- **Improve communication**
  Communication with parents and those without children in schools needs to improve.

  Active local community organizations and community gathering places can provide effective ways to inform, educate and disseminate information on the *Partnerships* goals.

  Local community members need training in public engagement to help them customize their own messages about high standards and school improvement. Strategies for engaging the majority of the public without children in public schools are essential if these eight goals are to be implemented.

- **Provide equitable access to the tools of technology**
  Regardless of geographic location or demographics, joint communications projects will be developed to connect classrooms, schools, district offices, communities, BOCES, the Colorado Department of Education, libraries, state agencies, colleges and universities in order to provide access to local, regional and global information sources. Partnerships with business and higher education will be explored.

  The Goals Panel, the Colorado Department of Education and U S WEST will conduct a community-based study that will identify the costs and options for implementing a statewide infrastructure that would support voice, data, and video to schools and communities statewide.

  The Goals Panel will engage state agencies, representatives of PreK-12 and higher education, interested businesses and business groups, ACLIN and local community representatives in an attempt to coordinate efforts in the area of building and maintaining effective technology and telecommunications infrastructures statewide.

  The Colorado Department of Education is requesting funding to support a 56KB frame relay network to every school district and public library (337 sites).

- **Promote use of guidelines and frameworks to assure that all students are provided with the opportunity to reach standards**
  Broad involvement of higher education, local communities, and PreK-12 educators will be needed to promote effective use of guidelines for assuring that students with special needs, including exceptional and at-risk students, can meet high expectations for performance. These frameworks will be introduced to educators and local communities during the coming year.

- **Develop models of broad-based cooperation and long range planning for K-16 education**
  A Community Compact funded by the Pew Charitable Trusts and the Northern Colorado K-16 Council will provide guidelines for implementing broad-based cooperation and long-range education planning. Their goal is to build bridges between community and educational institutions to make sure the public is informed about, and directly involved, in all major decisions about K-16 standards and assessments.

- **Continue Colorado's School-to-Career Partnership**
  This partnership will develop a comprehensive K-16 School-to-Career System which integrates with all school renewal efforts and career development to ensure students are prepared for the workforce. Collaborative partnerships will continue to exist at both state and local levels, to include parents, students, employers, educators and community members.

What indicators show we are making progress:

- By 1997, the state *Partnerships* infrastructure will coordinate efforts to implement standards, providing efficient use of funding and services.
- By 1997, every local community will have a coordinating "partnership" group overseeing the progress toward their goals, made up of representative parents, business, community members (with or without children), teachers and students.
- By 1997, every local district will adopt local content standards through a discussion with their community.
- By 1997, a statewide infrastructure for technology will be designed in collaboration with partnerships from schools, district offices, communities, BOCES, the Department of Education, libraries, state agencies, colleges and universities.
- Business, parents and higher education are involved in ongoing conversations on student success and school improvement at the local level. (Ongoing)
- The local community is involved in discussions and decisions about PreK-16 content standards and assessments. (Ongoing)
- Partnerships, including businesses, are established across the state and are progressing toward integrating school-to-career in K-16 education. (Ongoing)

When teachers and parents sit in the same room, language differences suggest that they are not on the same 'wave length.' But, through much dialogue they discover they really do want the same things for kids!

Frank Lucero, Principal, Mapleton School District
Coordinator of a 1994 Local Improvement Grant

**To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens,
Colorado communities will:**

GOAL 8 Share responsibility and be accountable for results

Why we chose Goal 8:

Responsibility for school improvement and accountability for results begins with everyone who has an immediate stake in successful schooling: students, teachers, parents, families, and schools.

Where we are now:

- **Accreditation linked with public accountability**
  In 1985, the Colorado State Board of Education linked accreditation of school districts to public accountability. Each district informs its public on student achievement, graduation rates, attendance, learning environments, and student dropout rates. Some districts report on graduate success in higher education and the workplace.

- **Accreditation and the community**
  Accreditation focuses on how accountability committees strive to involve parents, teachers, business leaders and the community in decision-making for quality schools. Both community involvement and the links of accreditation with student achievement are addressed by accountability committees at the school and district level. They work to engage members of the community in the development of school improvement programs, the evaluation of education programs and how best to report results to the community-at-large.

- **Designed incentives in accreditation**
  Accreditation may take place on a simple three-year review cycle or be based on contract options developed between the local board of education and the State Board. The performance contract rewards districts who have exceeded state goals for education, and the enterprise contract assists districts who may require a more flexible approach in order to meet local priorities.

- **Flexibility for innovative work**
  Greater flexibility in school management has also been made possible through the charter schools program, which permits self–governing schools to be organized by students, teachers, and parents within public school districts. Two years after the enabling legislation of 1993, twenty-four charter schools are operating within the state of Colorado. Each of these schools is operating with waivers from a variety of state statutes, rules, and regulations.

  Currently, efforts to increase educational choices for children and families are being accomplished primarily through the charter school options. Other more flexible options include intra and inter district schools of choice, home schooling, post-secondary options and the fast track program for 12th grade students who want to enroll in college courses.

- **Accountability linked to what students know and can do**
  School and district accountability concerns have traditionally centered on state and local goals for improved achievement, attendance, and graduation rates. During recent years, however, many schools across Colorado have focused their efforts for school improvement on the clear description of what it is their students should know and be able to do, and in developing a variety of ways to assess how well their students are performing. (Each charter school's continuing existence is tied to student performance and community satisfaction.)

- **Programs that reward excellence in schooling**
  Both the John Irwin Colorado Schools of Excellence program (Challenger Schools and Schools of Excellence), supported by the Colorado Association of Commerce and Industry, and the performance accreditation contracts recognize those schools and districts whose students have shown exemplary performance.

- **Help for local districts**
  The Colorado Department of Education has developed a training manual on *Putting Standards to Work*. This training information has been organized to assist local committees in the coming years as they play a key role in the implementation of standards–driven reform. Department staff provide ongoing technical assistance for educators, local boards, and accountability committees to help implement local improvement efforts.

Currently. . .
The most frequently cited reasons for chartering a school are "better teaching and learning for all kids," "running a school according to certain principles and philosophy" and " exploring innovative ways of running a school."
(Education Commission of the States and Center for School Change, 1995 Charter School Survey)

- **Benchmarks for School-to-Career**
  Benchmarks have been developed for Colorado's School-to-Career Partnership to measure progress and accountability.

- **Program Improvement for Adult Education**
  Standards for program improvement and learner achievement which have been developed by adult education professionals include Minimum Program Standards, Standards of Excellence and Certificates of Accomplishment.

- **Technology planning has begun**
  In August 1994, the State Board of Education approved Colorado's ten-year strategic plan for Technology in Colorado Education, which sets forth the following goals:
  - Technology should support curriculum and learning
  - Technology planning should be an ongoing process
  - Technology training should be ongoing and integral to all areas
  - A support infrastructure must be created, strengthened and maintained
  - The State of Colorado should create, maintain and support an effective statewide electronic network
  - Colorado school districts should have management systems in place that facilitate electronic information transfer
  - Statewide policies for evaluation of management hardware and software need to be developed.

  In March 1995, the Colorado Department of Education sponsored a two-day conference to develop strategies and projects for an implementation plan based on the Statewide Strategic Plan for Technology in Colorado Education. This conference was funded under the Goals 2000: Educate America Act.

What we are going to do:

- **Support local schools, districts, and BOCES through accreditation**
  The State Board of Education will soon consider new accreditation guidelines that provide more direct support for schools and districts undertaking standards–driven reform. The focus of school accreditation will be student achievement results and school improvement planning. The enterprise contract for districts and BOCES will target policy, management processes, and criteria for student results-driven school improvement efforts.

- **Provide ongoing training opportunities**
  Reform efforts will also be advanced through regional training opportunities, such as the annual state accountability conference, that offer schools and districts field–tested strategies for implementing standards and effectively reporting to the public on how well students are performing on the standards.

- **Expand working programs**
  Through expansion of the John Irwin Colorado Schools of Excellence Program and development of a school accreditation focus, the State Board of Education will recognize and promote effective approaches to improved student performance. The system of public reporting regarding student performance results will provide communities clear evidence of the effects of educational programs.

- **Increase educational choices for children and families**
  The State Board of Education and the Colorado Department of Education will continue to support expansion of varieties of charter schools and other choices that offer unique and innovative educational programs, governance structures and options for delivery of programs through technology. This support will require some realignment of resources.

- **Promote increased involvement of parents, business leaders and community in decision-making**
  The State Board of Education and the Colorado Department of Education will explore and promote educational governance structures that empower and involve parents and community in decisions about the quality of their schools.

- **Seek more responsive delivery systems**
  The Colorado Department of Education will assist schools and districts in examining statutes, rules, and regulations to determine what waivers will help them provide more responsive delivery systems for their educational programs. Efforts to reduce regulatory burden and reporting requirements will be pursued through both state and federal Ed-flex (waiver) options.

  Local schools and communities will explore school designs and structures that will best support increased learning of students.

- **Support technology planning as an ongoing process**
  Development of long-term technology plans at the district and BOCES level is encouraged. These plans should be flexible and infuse technology into the curriculum. State, district and BOCES plans will need to be revised, updated and evaluated on an ongoing basis. The Colorado Department of Education will review the state plan and develop a two-year implementation plan for the 'Technology in Colorado Education Strategic Plan'.

- **School-to-Career Profiles**
  Profiles highlighting students' academic and career abilities, interest and experience will be developed to promote entrance into post-secondary education and the workforce.

- **Establish a continuum of educational services**
  In order to complete the recognized continuum of educational services (K-16, community colleges, higher education), adult basic skills, family literacy and workplace education programs must be included for all Colorado citizens to be served.

What indicators show we are making progress:

- By the 1996/97 school year, the accreditation system will provide school buildings with a clear focus on results.
- By 1997, multiple choices in educational programs and delivery systems will be available in a variety of Colorado school districts.
- By 1997, the state technology plan will be reviewed and a process developed for districts and BOCES to make their plans available online.
- By 1997, the State Board of Education will approve the two-year technology implementation plan.
- By 2000, schools will provide clear and effective reports to the public on how well students are performing on the standards.
- By 2000, a majority of Colorado schools will have established the ambitious goals for achievement that qualify them as Challenger Schools and 40% of these schools will have established the two-year progress reports to be rewarded as John Irwin Colorado Schools of Excellence.
- Progress in implementing Colorado's School-to-Career Partnership is included as a measure of accountability and portable student profiles provide academics and career information. (Ongoing)

The ultimate level of accountability for results is that experienced by the charter school. If it fails to do its job, it loses students. No other public school has that very real level of accountability.

Carolyn DeRaad, Parent
Colorado Education Goals Panel Member

References and Resource Directory

REFERENCES

References are provided below for the legislation, policies, resources, agencies and groups cited in the *Partnerships* planning framework. These references are listed alphabetically by goal area. A resource directory immediately follows the references section of this report. This directory provides the phone number and address of the organization or agency that can provide more information on the references listed. Also included is a law directory which specifies legislation and statutory citations.

The following references are included in the *Partnerships* planning framework:

References in the Introduction (listed alphabetically):

Colorado Education Goals Panel (see *CDE - Partnerships Project* listing)
General Assembly (see *Legislative Office - House Services* or *CDE - Legislative Services* listing)
HB 93-1313 (see *Public School Finance Act of 1988* in law directory)
Model content standards (see *Standards and Assessments Development and Implementation Council* or *CDE - Assessment Unit* listing to obtain copies)
State Board of Education (see *Colorado Department of Education* listing)

References in Goal 1 (listed alphabetically):

Adult education certificate programs (see *CDE* listing)
College Entry-Level Competency Task Force (see *CCHE* listing)
Colorado Commission on Achievement in Education
Colorado Commission on Higher Education (CCHE)
Colorado Department of Education (CDE)
Colorado's Goals 2000 (see *CDE - Partnerships Project* listing)
Colorado State Board of Education (see *CDE* listing)
Colorado's School-to-Career Partnership (see *CDE or Lt. Governor's Office* listing)
CONNECT
Education reform legislation of 1993 (HB 1313) (see *School Finance Act of 1988* in law directory)
General Assembly (see *Legislative Office - House Services* or *CDE - Legislative Services* listing)
Information Literacy Guidelines (see *CDE - State Library* listing)
The Next Step: Working Differently and Together (see *Project Span* listing)
Project Span
School Finance Act of 1988 (see law directory)
Standards and Assessment Development and Implementation Council (Standards Council)
Standards in reading, writing, mathematics, science, history and geography (see *Standards Council* or *CDE - Assessment Unit* listing)

References in Goal 2 (listed alphabetically):

Adult education office (see *CDE* listing)
Assessment Task Force (see *CDE - Standards Project* listing)
Assessment workbook (see *Governor's Office - Education* or *CDE - Assessment Unit* listing to obtain a copy)
Boards of Cooperative Educational Services (BOCES) (see *Colorado Association of School Executives* listing)
Colorado Community College and Occupation Education System (CCCOES)
Colorado Department of Education (CDE)
Colorado Educational Media Association
Colorado State Library (see *CDE* listing)
Colorado's reform statute (HB 93-1313) (see *Public School Finance Act of 1988* in the law directory)
Colorado's School-to-Career Partnership (see *Lt. Governor's Office* or *CDE* listing)
CONNECT
Project Span
New Standards Project (see *CDE - Assessment Unit* listing)
Standards and Assessment Development and Implementation Council (Standards Council)
Standards and Assessment Resource Bank (see *CDE* listing)
State Board of Education (see *CDE* listing)
State model content standards (see *Standards Council* or *CDE - Assessment Unit* listing)
Title I (see *CDE* listing)

References in Goal 3 (listed alphabetically):

Accreditation process (see *CDE - State Board of Education* or *Regional Education Services Unit* listing)
Colorado Department of Education (CDE)
Colorado's reform statute (HB 93-1313) (see *Public School Finance Act of 1988* in law directory)
Colorado's School-to-Career Partnership (see *Lt. Governor's Office* or *CDE* listing)
CONNECT
Geography Framework Project (see *CDE - School Effectiveness Unit listing*)
History-Geography-Civics Content Standards Grant (see *CDE - School Effectiveness Unit* listing)
Language Arts-Foreign Language Instruction Project (see *CDE - School Effectiveness Unit* listing)
State Board of Education (see *CDE* listing)
New Standards Project (see *CDE - Assessment Unit* listing)
Opportunities for Success Guidelines (see *CDE - Standards Project* listing)
Service Learning Colorado (see *CDE* listing)
Special Populations Task Force (see *Standards Project* listing)
Standards and Assessment Development and Implementation Council (Standards Council)
Standards and Assessment Resource Bank (see *CDE* listing)
State model content standards (see *CDE - Assessment Unit* or *Standards Council* listing)
Task Forces on standards, curriculum and instruction, professional development, needs of special populations of students and others (see *Standards Project* listing)
Title I (see *IASA, Title I* in law directory or *CDE* listing)
Vocational standards (see *Colorado Community College and Occupation Education System* listing)

References in Goal 4 (listed alphabetically):

Career and Technical Education Resource Center (see *Colorado Community College and Occupational Education System* listing)
Colorado Association of School Boards (CASB)
Colorado Association of School Executives (CASE)
Colorado Commission on Higher Education (CCHE)
Colorado Community College Occupational Education System (CCCOES)
Colorado Department of Education (CDE)
Colorado Education Association (CEA)
Colorado Federation of Teachers (CFT)
Colorado's reform statute (HB 93-1313) (see *Public School Finance Act of 1988* in law directory)
Colorado's School-to-Career Partnership (see *CDE* or *Lt. Governor's Office* listing)
CONNECT
Educator Licensure Act of 1991 (see law directory)
Goals 2000: Educate America Act (see law directory)
Higher Education and Advanced Technology Center (see *CONNECT* listing)
History-Geography-Civics Summer Institute (see *School Effectiveness Unit* listing)
Inquiry-based research (see *CDE - Adult Education* listing)
Investing in Results (see *Governor's Office - Education* listing to obtain a copy)
National Staff Development Council (see *Colorado Staff Development Council* listing)
Northern Colorado Board of Cooperative Educational Services (BOCES) (see *Northern BOCES* or *CDE -Partnerships Project* listing)
Opportunities for Success Guidelines (see *CDE - Standards Project* listing)
Partnerships Local Improvement Grants (see *CDE - Partnerships Project* listing)
School Support Teams (see *CDE - Title I* listing)
Standards and Assessment Resource Bank (see *CDE* listing)
State Board of Education (see *CDE* listing)
Title I (see *CDE* listing)
Tointon Institute for Educational Change

References in Goal 5 (listed alphabetically):

Bright Beginnings (see *Colorado Children's Campaign* or *Governor's Office - First Impressions* listing)
Colorado Center for the Book
Colorado Children's Cabinet (see *Governor's Office - First Impressions* listing)
Colorado Children's Campaign
Colorado Department of Education (CDE)
Colorado Preschool Program (see *CDE - Prevention Initiatives Unit* listing)
Colorado Quality Standards for Early Childhood Care and Education Services (see *CDE - Early Childhood Initiatives Unit* listing to obtain a copy)
Department of Health Care Policy and Financing (see *CO. Dept. of Human Services* listing)

Department of Human Services
Early childhood learning clusters (see *CDE - Early Childhood Initiatives Unit* listing)
Even Start (see *CDE* listing)
Family Centers (see *CO. Dept. of Human Services* listing)
Family Literacy Program (see *CDE* listing)
First Impressions/Goal One Statewide Advisory Council (see *Governor's Office* listing)
Governor's Office
Governor's Business Commission on Child Care Financing (see *Governor's Office* listing)
Head Start (see *CDE - Early Childhood Initiatives* listing)
Individuals with Disabilities Education Act, Part H (IDEA) (see law directory)
Mile High United Way
National Association for the Education of Young Children (NAEYC)
Office of Children, Youth, and Families (see *CO. Dept. of Human Services* listing)
Planning workbooks (see *CDE - Early Childhood Initiatives* listing to obtain a copy)
Statewide early childhood training and technical assistance plan (see *CDE - Early Childhood Initiatives Unit* listing)

References in Goal 6 (listed alphabetically):

ACLIN (see *CDE* listing)
Alcohol and Drug Division (ADAD) (see *CO. Dept. of Public Health - ADAD* listing)
Anti-Defamation League
Asian Pacific Center for Human Development
Center for Substance Abuse Prevention grants (see *Department of Health - Alcohol and Drug Division* listing for local grants)
Child Fatality Review Committee (see *Colorado Department of Public Health - Injury Prevention* listing)
Colorado Community College and Occupation Education System (CCCOES)
Colorado Department of Education - Prevention Initiatives
Colorado Comprehensive Health Initiative (see *CDE - Prevention Initiatives* listing)
Colorado Comprehensive Health legislation (see law directory)
Colorado Department of Public Health and Environment
Colorado Children's Trust Fund
Colorado Youth Risk Behavior Survey (see *CDE - Prevention Initiatives* listing)
Colorado Vital Statistics (see *Colorado Department of Public Health - Vital Records* listing)
Colorado Prevention Resource Center
Colorado School Mediation Project
Colorado Youth Council
Colorado's School-to-Career Partnership (see *Lt. Governor's Office* or *CDE* listing)
Conflict Center
Department of Local Affairs/Community Partnership Office (see *Governor's Office - Local Affairs* listing)
Essential Components Wheel (see *CDE - Prevention Initiatives* or *CO. Dept. of Public Health - ADAD* listing to obtain a copy)
Family Literacy Program (see *CDE* listing)
Family Resource Centers (see *Department of Human Services* listing)
Healthy Families Colorado (see *Colorado Children's Trust Fund* listing)
Interagency Councils (see *Governor's Office - Local Affairs* listing)
LARASA
LARASA Study on Suspension/Expulsion Rates (see *LARASA* or CDE - *Prevention Initiatives* listing)
Local Safe and Drug Free School and Communities Advisory Councils (see *CDE - Prevention Initiatives* listing for local location)
Multi-Cultural Regional Prevention Center
Opportunities for Success Guidelines (see *CDE - Standards Project* listing)
Parent Teacher Association (PTA)
Police-School Partnerships (see *CDE - Prevention Initiatives* listing for local programs)
Prevention Works! (see *CDE - Prevention Initiatives* or *CO. Dept. of Public Health - ADAD* listing to obtain a copy)
Prevention Continuum Model (see *CDE - Prevention Initiatives* or *CO. Dept. of Public Health - ADAD* listing to obtain a copy)
Prevention standards (see *CDE - Prevention Initiatives* listing for local programs)
Prevention Think Tank (see *CO. Dept. of Public Health - Southwest Regional Center* listing)
Prevline (see *National Clearinghouse for Alcohol and Drug Information* listing)
Research and Evaluation Unit (see *CDE* listing)
Safe and Drug-free Schools and Communities Act (see *IASA, Title IV* in law directory)
Safe and Drug-free Schools and Communities Program (see *CDE - Prevention Initiatives* listing)
Service Learning Colorado (see *CDE - Service Learning/Carnegie Unit* listing for local programs)
Southwest Regional Center (see *CO. Dept. of Public Health* listing)
Special Populations Task Force (see *CDE - Prevention Initiatives* or *Standards Project* listing)
Standards and Assessment Resource Bank (see *CDE* listing)
State Advisory Council for Safe and Drug-free Schools and Communities (see *CDE- Prevention Initiatives* listing)
Statewide Parent Network

Steering Committee for Safe, Disciplined, Drug-Free Schools and Communities (see *CDE - Prevention Initiatives* or *Partnerships Project* listing)
Student Assistance Programs (see *CDE - Prevention Initiatives* listing for local programs)
University of Colorado - Center for the Study and Prevention of Violence
Violence Prevention Advisory Council (see *CO Dept. of Public Health - Injury Prevention* listing)

References in Goal 7 (listed alphabetically):

ACLIN (see *CDE* listing)
Adult Literacy Commission
Build a Generation
Carnegie Middle Grade Reform Schools (see *CDE - Service Learning/Carnegie Unit* listing)
Child Care Block Grant (see *CDE - Prevention Initiatives* or *CO. Dept. of Human Services* listing)
Coalition of Essential Schools (see *CDE - Re:Learning* listing)
Collaborative Decision-Making Teams (see *Denver Public Schools* listing)
Colorado Achievement Commission
Colorado Alliance for Arts Education (CAAE)
Colorado Association of Commerce and Industry (CACI)
Colorado Association of Partners in Education (CAPE)
Colorado Center for the Book (CCFTB)
Colorado Comprehensive Health Initiative (see *CDE - Prevention Initiatives* listing for locations)
Colorado Comprehensive Health legislation (see law directory)
Colorado Department of Education (CDE)
Colorado Education Goals Panel (see *CDE - Partnerships Project* listing)
Colorado Literacy Coalition
Colorado Parent Teacher Association (PTA)
Colorado Partnerships for Arts Education (see *Colorado Alliance for Arts Education* listing)
Colorado School-to-Career Partnership (see *Lt. Governor's Office* or *CDE* listing)
Colorado Systems Change Transition Project (see *CDE* listing)
Colorado Workforce Coordinating Council
Communities in Schools
Community Youth Crime Prevention
Community of Caring Schools
Community Partnerships for Arts Education (see *Colorado Alliance for Arts Education* listing)
Community Schools (see *Colorado State University* listing)
Community Compact
CONNECT
Coordinated statewide telecommunications system (see *CDE - Telecommunications* listing)
Coordinated onsite program reviews (see *CDE - Title I* listing)
Educational Alliance of Pueblo
Family Literacy Programs (see *CDE* listing)
Family Resource Centers (see *CO. Dept. of Human Services* listing)
Foundation for Families and Children
General Assembly (see *Legislative Office - House Services* or *CDE - Legislative Services* listing)
Goals 2000: Educate America Act (see law directory)
HB 94-1035 (see *Statewide Telecommunications Network* in law directory)
HB 93-1313 (see *Public School Finance Act of 1988* in law directory)
Interagency Councils (see *Governor's Office - Local Affairs* listing)
John Irwin Schools of Excellence program
Library Information Networking a Community (Linc Libraries) (see *Ft. Collins Public Library* listing)
Local Safe and Drug-Free Schools Advisory Groups (see *CDE - Prevention Initiatives Unit* listing for locations)
Local Parent/Teacher Organizations (See *Colorado Parents Teacher Association* for local listings)
Local Chambers of Commerce (see your local listing)
Local Accountability Committees (see *CDE - Regional Education Services Unit* listing)
Northern Colorado K-16 Coordinating Council
Public Education and Business Coalition (PEBC)
Regional Library Service Systems (RLSS) (see *CDE - State Library* for the regional listings)
Service Learning Colorado (see *CDE* listing)
Standards and Assessment Development and Implementation Council (Standards Council)
Standards Project (see *CDE* listing)
State Accountability Committee (see *CDE - Regional Education Services Unit* listing)
Statewide Parent Coalition
Title I (see *CDE* listing)
Tointon Institute

References in Goal 8 (listed alphabetically):

Accreditation of schools (see *CDE - State Board of Education* or *Regional Education Services Unit* listing)
Adult education standards for program improvement (see *CDE* listing)
Charter Schools Legislation (see law directory)
Charter Schools program (see *CDE - Regional Education Services Unit* listing for charter schools in Colorado)
Colorado State Board of Education (CDE)
Colorado's School-to-Career Partnership (see *Lt. Governor's Office* or *CDE* listing)
Colorado's ten year strategic plan for technology (see *CDE - Telecommunications* listing)
Fast track program for 12th grade students to take college courses (see *CDE - Regional Education Services Unit* listing)
Goals 2000: Educate America Act (see law directory)
Home schooling (see *CDE - Regional Education Services Unit* listing)
Intra and inter district schools of choice (see *CDE - Regional Education Services Unit* listing)
John Irwin Colorado Schools of Excellence program (see *CDE - Regional Education Services Unit* listing)
Performance accreditation contract (see *CDE - State Board of Education* or *Regional Education Services Unit* listing)
Post-secondary options (see *CDE - Regional Education Services Unit* listing)
Putting Standards to Work (see *CDE - Regional Education Services Unit* listing to obtain a copy)

RESOURCE DIRECTORY

Law Directory

Title of Law	Statutory Citation
Charter School Act (1993)	Section 22-30.5-101 et. seq., C.R.S.
Comprehensive Health Act (1990)	Section 22-25-101 et. seq., C.R.S.
Educator Licensure Act of 1993	Section 22-60.5-102 et. seq., C.R.S.
Goals 2000: Educate America Act	PL 103-446
Improving America's Schools Act (IASA), Title I	PL 103-382
Improving America's Schools Act (IASA), Title IV (Safe and Drug-Free Schools and Communities)	PL 103-382
Individuals with Disabilities Act, Part H (IDEA)	PL 102-119
Public School Finance Law of 1988 (HB 93-1313)	Section 22-53-401 et. seq., C.R.S.
Statewide Telecommunications Network (HB 94-1035)	Section 24-30-1801 et. seq., C.R.S.

(For more information, see *Legislative Office - House Services* or *Senate Services* or *CDE - Legislative Services* listing in the resource directory)

Resource Directory

Organization	Phone	Address
Adult Literacy Commission	303/436-1414	1536 Wynkoop St. Denver, CO 80202
Anti-Defamation League	303/321-7177	300 S. Dahlia, Ste. 202 Denver, CO 80222
Asian Pacific Development Center for Human Development	303/355-0710	1818 Gaylord Denver, CO 80206
Build a Generation	303/239-4471	700 Kipling Lakewood, CO 80215
Colorado Alliance for Arts Education	303/778-9374	200 Grant St., Ste. 303-D Denver, CO 80203
Colorado Association of Commerce and Industry	303/831-7411	1776 Lincoln St., Ste. 1200 Denver, CO 80203
Colorado Association for the Education of Young Children (CAEYC)	303/791-2772	P.O. Box 4237 Highlands Ranch, CO 80126
Colorado Association of Partners in Education (CAPE)	719/520-2162	P.O. Box 555 Littleton, CO 80160
Colorado Association of School Executives (CASE)	303/762-8762	4101 S. Bannock St. Englewood, CO 80110
Colorado Association of School Boards (CASB)	303/832-1000	1200 Grant St. Denver, CO 80203
Colorado Center for the Book	303/273-5933	1301 Arapahoe St., Ste. 3 Golden, CO 80401
Colorado Children's Campaign	303/839-1580	225 E. 16th Ave., Ste. B-300 Denver, CO 80203
Colorado Children's Trust Fund	303/446-9002	110 16th , Ste. 335 Denver, CO 80202

Colorado Community College Occupational Education System	303/620-4000	1391 N. Speer Blvd., Ste. 600 Denver, CO 80204
Colorado Commission on Achievement in Education	303/866-3521	200 E. Colfax, Rm. 029 Denver, CO 80203
Colorado Commission on Higher Education (CCHE)	303/866-2723	1300 Broadway, 2nd floor Denver, CO 80203
Colorado Department of Education (CDE)	303/866-6806	201 E. Colfax Denver, CO 80203
ACLIN	303/866-6813	
Adult Education	303/866-6609	
Assessment Unit	303/894-2159	
Colorado Systems Change Transition Project	303/866-6714	
Early Childhood Initiatives Unit	303/866-6710	
Even Start	303/866-6884	
Family Literacy	303/866-6743	
Legislative Services	303/866-6808	
Partnerships Project	303/866-6739	
Prevention Initiatives	303/866-6861	
Regional Education Services Unit	303/866-6637	
Re:Learning	303/866-6760	
Research and Evaluation Unit	303/866-6840	
School Effectiveness Unit	303/866-6608	
Service Learning/Carnegie	303/866-6967	
Standards and Assessment Resource Bank	303/866-6915 303/866-6617	
School-to-Career	303/866-6715	
Standards Project	303/866-6739 303/866-6749 303/894-2159	
State Board of Education	303/866-6817	
State Library	303/866-6651	
Telecommunications	303/866-6859	
Title I	303/866-6777	
Colorado Department of Human Services	303/866-5700	1575 Sherman St. Denver, CO 80203
Children, Youth and Families	303/866-5932	
Family Resource Centers	303/866-5111	
Health Care Policy and Financing	303/866-2993	
Colorado Department of Public Health and Environment	303/692-2000	4300 Cherry Creek Dr. South Denver, CO 80222
Alcohol and Drug Division	303/692-2930	
Vital Records	303/756-4464	
Injury and Disability Program	303/692-2500	
Southwest Regional Center	303/692-2957	
Colorado Education Association (CEA)	303/837-1500	1500 Grant St. Denver, CO 80203
Colorado Educational Media Association	719/777-9122	Wellshire Station PO Box 22814 Denver, CO 80222
Colorado Federation of Teachers (CFT)	303/321-7711	425 S. Cherry, #560 Denver, CO 80222
Colorado Literacy Coalition	970/484-7323	

Colorado Parent Teacher Association (PTA)	303/758-3466	6000 E. Evans Ave., Ste. 1-300 Denver, CO 80222
Colorado Prevention Resource Center	303/239-8633	7525 W. 10th Ave. Lakewood, CO 80215
Colorado School Mediation Project	303/444-7671	3970 Broadway, Ste. B-3 Boulder, CO 80304
Colorado State University - Office of Community Education	970/491-6289	206 Education Bldg. Ft. Collins, CO 80523
Colorado Workforce Coordinating Council	303/892-3760	1625 Broadway, Ste. 1710 Denver, CO 80202
Colorado Youth Council	970/491-1708	Aylesworth Hall NW, Rm. 140 Colorado State University Ft. Collins, CO 80523
Communities in Schools	303/289-3958	4675 E 69th Ave. Commerce City, CO 80022
Community Compact	719/549-2969	University of Southern Colorado 2200 Bonforte Blvd. Admin. Bldg., Rm. 103-B Pueblo, CO 81001
Community of Caring Schools	202/393-1251	
Community Resource Center	303/860-7711	1245 E. Colfax, Ste. 205 Denver, CO 80218
Conflict Center	303/433-4983	2626 Osceola Denver, CO 80212
CONNECT	303/894-2145	1580 Logan, Ste. 740 Denver, CO 80203
Denver Public Schools: Collaborative Decision-Making Teams	303/764-3391	900 Grant St., Rm. 704 Denver, CO 80203
Education Alliance of Pueblo	719/549-2982	University of Southern Colorado 2200 Bonforte Blvd. Pueblo, CO 81001
Fort Collins Public Library	970/221 6742	201 Peterson St. Ft. Collins, CO 80524
Foundation for Families and Children	303/837-8466	1580 Logan, Ste. 315 Denver, CO 80203
Governor's Office Education Office First Impressions	303/866-2471 303/866-2155 303/866-2145	136 State Capitol Bldg. Denver, CO 80203
Governor's Office - Local Affairs	303/866-4900	1313 Sherman, Ste. 500 Denver, CO 80203
LARASA	303/722-5150	309 W. First Ave. Denver, CO 80223
Lt. Governor's Office - School-to-Career	303/894-2060	1580 Logan St., Ste. 410 Denver, CO 80203

Legislative Office		
House Services	303/866-2904	136 State Capitol Bldg.
Senate Services	303/866-2316	Denver, CO 80203
Mile High United Way	303/433-8383	2505 18th Denver, CO 80211
Multi-Cultural Regional Prevention Center	303/534-4008	1212 Mariposa Denver, CO 80204
National Clearinghouse for Alcohol and Drug Information (Prevline)	800/729-6686	
Northern Colorado BOCES	303/772-4420	830 S. Lincoln Longmont, CO 80501
Project Span	970/351-1847	Office of the Provost Carter Hall, 4th floor University of Northern Colorado Greeley, CO 80639
Public Education and Business Coalition (PEBC)	303/861-8661	1410 Grant St., Ste. A-101 Denver, CO 80203
Rocky Mountain Resources and Training Institute	303/534-1027	1391 N. Speer, #350 Denver, CO 80204
Standards and Assessment Development and Implementation Council (Standards Council)	303/866-6605	CS 6, Box 166 1525 Sherman Denver, CO 80203-9772
Statewide Parent Network	303/441-4098	PO Box 4540 Denver, CO 80204
Tointon Institute for Educational Change	970/351-1747	University of Northern Colorado Carter Hall 2010 Greeley, CO 80639
University of Colorado - Center for the Study and Prevention of Violence	303/492-1032	University of Colorado Campus Box 442 Boulder, CO 80309

COMMUNITIES MAKING *PARTNERSHIPS* HAPPEN

Since November 1994, grants totaling $4,391,661 have been awarded to communities across Colorado to support local planning and professional development in standards-driven reform. These grants have been provided through the Goals 2000: Educate America Act.

Year 1 Grants - 1994/95

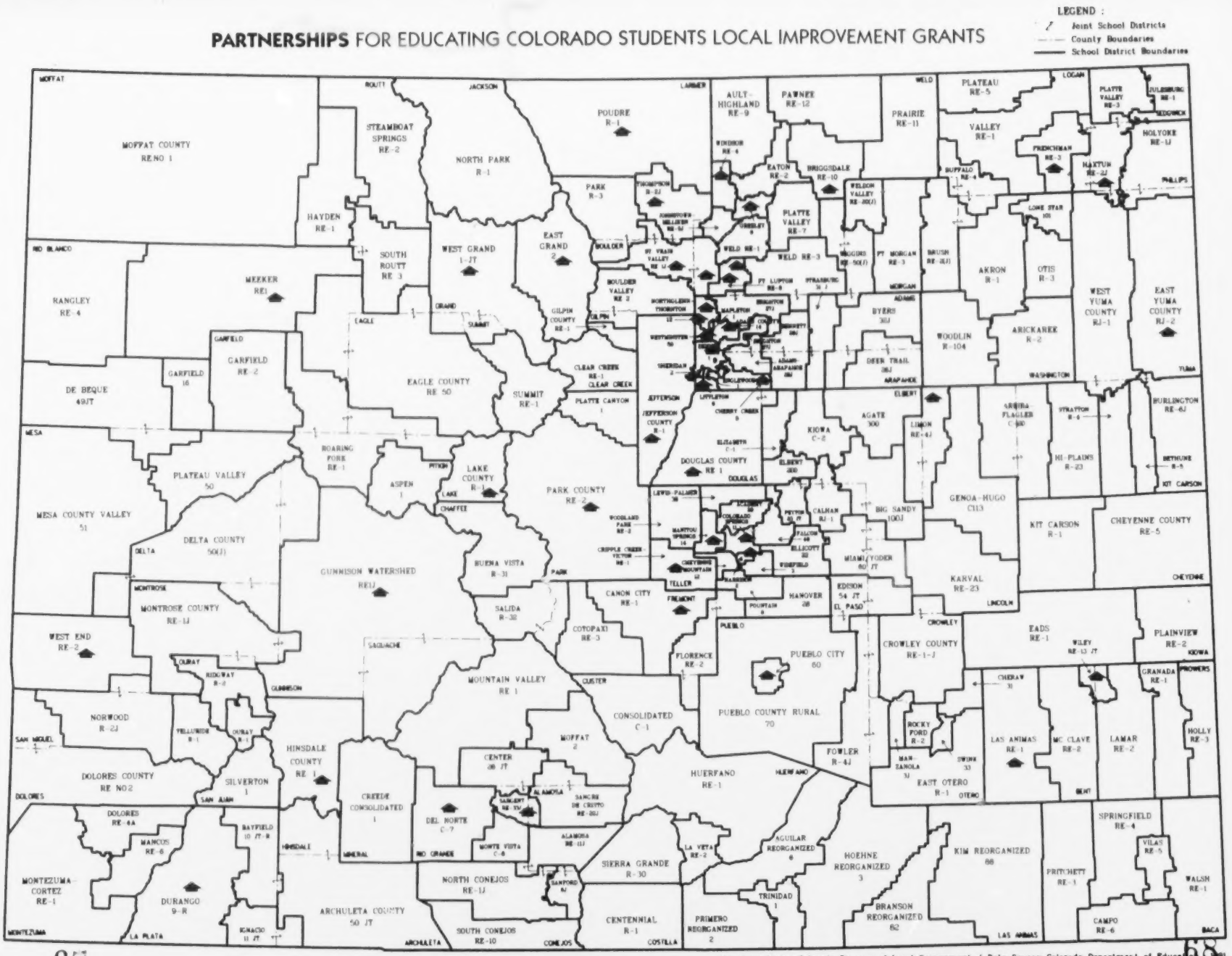
Adams (Mapleton)
Contact: Dr. Frank Lucero
Denver Public Schools
Contact: Judy Curtis
Douglas County Schools
Contact: Carolee Hayes
Durango 9-R
Contact: Dr. Judy Michalski
East Grand No. 2
Contact: Dr. Sheri Williams
Fremont RE-1(Canon City)
Contact: Mary Ann Goshert
Gilcrest RE-1 (Colorado Partnership for Educ. Renewal)
Contact: Bonnie Walters
Jefferson County Schools
Contact: Dr. Cheri Lyons
Manitou Springs (Pikes Peak Leadership Academy)
Contact: George Bolte
Northern Colorado BOCES
Contact: Susan Sparks
Park County RE-2
Contact: Margaret Larson
Poudre R-1 (Larimer County)
Contact: Dr. Ann Foster
Rio Blanco RE-1 (Meeker)
Contact: Karen Benner
Weld BOCES
Contact: Jan DeLay
Weld RE4 (Windsor)
Contact: Pete Denzin
Weld 6 (Greeley)
Contact: Dr. Sandra Minton
West End Public Schools (Montrose County)
Contact: Dr. Constance Mahaney
West Grand #1-JT
Contact: Joe Shields

Year 2 Grants - 1995/96

Adams (Mapleton)
Contact: Dr. Frank Lucero
Adams Twelve (Colorado Partnership for Educ. Renewal)
Contact: Dr. Carol Wilson
Adams Twelve Five Star Schools
Contact: Sharon Johnson
Adams 14
Contact: Barbara Conroy
Arapahoe #5 (Cherry Creek)
Contact: Sheryle Hutter
Briggsdale School (Weld County)
Contact: James McKee
Colorado Springs 11/Helen Hunt Elementary
Contact: Eva Esquibel
Del Norte C-7 Schools
Contact: Jane Martin
Denver Public Schools (Early Collaboration Project)
Contact: Mary Ann Bash
Denver Public Schools (Project Prism)
Contact: Jeanette Thompson
Douglas County Schools
Contact: Carolee Hayes
Douglas County (DASSC/CU Partnership)
Contact: Rodney Muth
Durango 9-R
Contact: Dr. Judy Michalski
East Central BOCES
Contact: Dale Kanack
East Grand No. 2
Contact: Dr. Sheri Williams
East Yuma County
Contact: Bob Selle
Fremont RE-1 (Canon City)
Contact: Mary Ann Goshert
Frenchman RE-3 (Logan County)
Contact: Dr. James Hess
Gilcrest RE-1 (Colorado Partnership for Educ. Renewal)
Contact: Bonnie Walters
Gunnison Watershed
Contact: Holly Rasche
Hinsdale County RE-1
Contact: Durrell Thompson
Harrison /Gorman Middle School (Colorado Springs)
Contact: Judi Ingelido
Harrison /Monterey Elementary (Colorado Springs)
Contact: Maryann Wiggs
Jefferson County Schools
Contact: Dr. Cheri Lyons
Las Animas RE-1 (Bent County)
Contact: Sandi Hansen
Manitou Springs (Pikes Peak Leadership Academy)
Contact: George Bolte
Mountain BOCES
Contact: Julia Watson-Barnett
Northern Colorado BOCES (2 projects)
Contact: Susan Sparks
Northeast Colorado BOCES (Early Prevention for Readers At-Risk)
Contact: Marcia DeGroote
Northeast Colorado BOCES (Early Language Development)
Contact: Dr. Gloria Corbin
Poudre R-1 (Larimer County)
Contact: Dr. Ann Foster
Pueblo 60
Contact: Randy Longo
Rio Blanco RE-1 (Meeker)
Contact: Karen Benner
St. Vrain Valley (Boulder County)
Contact: Noelle Branch
Sargent RE-33J (Rio Grande County)
Contact: John Tillman
Sheridan No. 2 (Leaders in Learning Project)
Contact: Linda Morris
Thompson (Larimer County)
Contact: Linda Gleckler
Weld BOCES
Contact: Jan DeLay
Weld RE4 Windsor
Contact: Pete Denzin
West End Public Schools (Montrose County)
Contact: Dr. Constance Mahaney
Wiley RE-13Jt
Contact: Ruth Ann Cullen
Woodland Park RE-2 (Teller County)
Contact: Penny Dell-Martin

For more information on *Partnerships* grants call: 303/866-6739

PARTNERSHIPS FOR EDUCATING COLORADO STUDENTS LOCAL IMPROVEMENT GRANTS


LEGEND :
Joint School Districts
County Boundaries
School District Boundaries
MOFFAT COUNTY RE.NO 1
STEAMBOAT SPRINGS RE-2
HAYDEN RE-1
NORTH PARK R-1
POUDRE R-1
PARK R-3
AULT-HIGHLAND RE-9
PAWNEE RE-12
PRAIRIE RE-11
PLATEAU RE-5
VALLEY RE-1
PLATTE VALLEY RE-3
JULESBURG RE-1
HOLYOKE RE-1J
HAXTUN RE-2J
EAST GRAND 2
WEST GRAND 1-JT
SOUTH ROUTT RE 3
MEEKER RE1
RANGLEY RE-4
GARFIELD RE-2
GARFIELD 16
DE BEQUE 49JT
EAGLE COUNTY RE 50
SUMMIT RE-1
GILPIN COUNTY RE-1
BOULDER VALLEY RE 2
ST VRAIN VALLEY RE 1J
WELD RE-1
WELD RE-3
PLATTE VALLEY RE-7
EATON RE-2
BRIGGSDALE RE-10
WELDON VALLEY RE-20(J)
BUFFALO RE-4
FRENCHMAN RE-3
LONE STAR 101
AKRON R-1
OTIS R-3
WEST YUMA COUNTY RJ-1
EAST YUMA COUNTY RJ-2
BYERS 32J
WOODLIN R-104
ARICKAREE R-2
DEER TRAIL 26J
CLEAR CREEK RE-1 CLEAR CREEK
PLATTE CANYON 1
DOUGLAS COUNTY RE 1
AGATE 300
KIOWA C-2
LIMON RE-4J
ARRIBA-FLAGLER C-20
STRATTON R-4
HI-PLAINS R-23
BURLINGTON RE-6J
BETHUNE R-5
KIT CARSON
MESA COUNTY VALLEY 51
PLATEAU VALLEY 50
DELTA COUNTY 50(J)
BOARING FORK RE-1
ASPEN 1
LAKE COUNTY R-1
PARK COUNTY RE-2
BIG SANDY 100J
GENOA-HUGO C113
KIT CARSON R-1
CHEYENNE COUNTY RE-5
GUNNISON WATERSHED RE1J
BUENA VISTA R-31
SALIDA R-32
CANON CITY RE-1
COTOPAXI RE-3
MIAMI/YODER 60 JT
KARVAL RE-23
EDISON 54 JT
HANOVER 28
EL PASO
MONTROSE COUNTY RE-1J
WEST END RE-2
FLORENCE RE-2
PUEBLO CITY 60
CROWLEY COUNTY RE-1-J
EADS RE-1
PLAINVIEW RE-2
MOUNTAIN VALLEY RE 1
CONSOLIDATED C-1
PUEBLO COUNTY RURAL 70
NORWOOD R-2J
SAN MIGUEL
DOLORES COUNTY RE NO2
SILVERTON 1
HINSDALE COUNTY RE 1
MOFFAT 2
CENTER 26 JT
CREEDE CONSOLIDATED 1
DEL NORTE C-7
SANGRE DE CRISTO RE-22J
HUERFANO RE-1
FOWLER R-4J
ROCKY FORD R-2
MANZANOLA 3J
EAST OTERO R-1
LAS ANIMAS RE-1
MC CLAVE RE-2
LAMAR RE-2
GRANADA RE-1
HOLLY RE-3
DOLORES RE-4A
MANCOS RE-6
BAYFIELD 10 JT-R
MONTEZUMA-CORTEZ RE-1
DURANGO 9-R
ARCHULETA COUNTY 50 JT
NORTH CONEJOS RE-1J
SOUTH CONEJOS RE-10
SANFORD 6J
SIERRA GRANDE R-30
CENTENNIAL R-1
LA VETA RE-2
AGUILAR REORGANIZED 6
TRINIDAD 1
PRIMERO REORGANIZED 2
HOEHNE REORGANIZED 3
BRANSON REORGANIZED 82
KIM REORGANIZED 88
SPRINGFIELD RE-4
VILAS RE-5
CAMPO RE-6
PRITCHETT RE-1
WALSH RE-1
IGNACIO 11 JT
MONTEZUMA
LA PLATA
ARCHULETA
CONEJOS
COSTILLA
LAS ANIMAS
BACA
PHILLIPS
YUMA
WASHINGTON
ELBERT
ARAPAHOE
ADAMS
MORGAN
WELD
LOGAN
CHEYENNE
KIOWA
CROWLEY
OTERO
BENT
PROWERS
KIT CARSON
LINCOLN
EL PASO
TELLER
FREMONT
PUEBLO
CUSTER
HUERFANO
LAS ANIMAS
DOUGLAS
ELBERT
PARK
CHAFFEE
LAKE
GUNNISON
SAGUACHE
MONTROSE
DELTA
OURAY
SAN JUAN
DOLORES
MINERAL
RIO GRANDE
ALAMOSA
CONEJOS
COSTILLA
LAS ANIMAS
BACA
PROWERS
KIOWA
BENT
OTERO
CROWLEY
LINCOLN
CHEYENNE
KIT CARSON
YUMA
PHILLIPS
WASHINGTON
ADAMS
ARAPAHOE
MORGAN
WELD
LOGAN
SEDGWICK
JACKSON
LARIMER
ROUTT
MOFFAT
RIO BLANCO
GARFIELD
EAGLE
GRAND
SUMMIT
PARK
JEFFERSON
DOUGLAS
ELBERT
LINCOLN
CHEYENNE
KIT CARSON
YUMA
PHILLIPS
SEDGWICK
LOGAN
WELD
MORGAN
ADAMS
ARAPAHOE
BOULDER
GILPIN
CLEAR CREE

PARTNERSHIPS FOR EDUCATING COLORADO STUDENTS: CONTINUING THE COMMITMENT

THE BOTTOM LINE: Bringing out the best in all Colorado students through Partnerships in Colorado communities.

The Colorado Education Goals Panel, co-chaired by Governor Romer and Commissioner Randall, has developed an education planning framework for Colorado communities. This planning framework is not intended to be a mandate from the state, nor a "one-size-fits-all" approach. Rather, it represents the best thinking of a broad-based group of Colorado citizens intent on making a difference in Colorado schools.

BEST HOPE: The planning framework will be used, copied, discussed, acted upon.

"We" is used throughout the document to refer to partnerships of community members, both at local and state levels, who are taking responsibility for improving the achievement of Colorado students. This work will progress and grow with more involvement from parents, schools, students, businesses, and community members as Colorado continues its commitment to improve education for all students. If you would like help in your community to involve more citizens and parents in your planning process please call for assistance.

A PROMISE: Panel members are available to provide information, answer questions, and support efforts of Colorado communities.

Partnerships for Educating Colorado Students will
go as far as you and your community take it!

For more information, call:
303/866-6739
or contact by E-mail:
goals_2000@cde.state.co.us